DOCUMENT RESUME

ED 192 043 CE 026 488

AUTHOR Tindall, Lloyd W.; And Others
TITLE Modifying Vocational Curriculum for the Handicapped. Final Report.
INSTITUTION Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH80042
PUB DATE Jun 80
CONTRACT 300-78-0569
NOTE 142p.; Parts may be marginally legible. For related documents see CE 026 776-778.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Curriculum Development; *Curriculum Enrichment; *Disabilities; Evaluation; Field Tests; Guides; Information Dissemination; Instructional Improvement; Literature Reviews; *Material Development; Postsecondary Education; *Program Improvement; Secondary Education; Special Education; *Teacher Education; Teaching Methods; *Vocational Education; Workshops

ABSTRACT

This final report provides detailed coverage of the progress of a project to meet the need of preparing vocational teachers and curriculum specialists for delivery of effective vocational education programs to the handicapped. It begins with six quarterly reviews of project activities, the main activities being (1) training of state vocational instructional program supervisors and state vocational "special needs" supervisors to train appropriate local education personnel in the use of a handbook for modifying existing vocational curricula to suit handicapped individuals and (2) development of a handbook for use by local vocational teachers and curriculum specialists in modifying existing curricula. Seven sample field tests to evaluate the handbook are provided as well as a field test report, including general comments and comments on individual chapters of the handbook. Next are presented the two consultant activities used to provide "state of the art" knowledge and an example of consultant feedback. The four national dissemination workshops for state education agency personnel in the areas of vocational and special education and guidance are then reported. Participant lists and evaluations from the Boston, Madison, Salt Lake City, and Atlanta workshops are provided. (The handbook, user's guide, and annotated bibliography developed by the project are available separately--see Note.) (YLB)

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Final Report

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Project Number 498AH80042
Contract Number 3007780569

Modifying Vocational Curriculum for the Handicapped

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June, 1980

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U.S. Department of Health, Education and Welfare

Vocational Education Research Programs
Bureau of Occupational and Adult Education

CE026 488

TABLE OF CONTENTS

Introduction 1

Quarterly Review of Project Activities 3

Field Test 17

Handbook Evaluations

- Benedict Group 19
- Dale Ake Group 29
- Lesher Group 41
- Dale Ake Summary 49
- James Acord Group 61
- Hullinger Group 71
- Dorothy Semmel Group 77

Field Test Report 83

Consultant Activities 95

Consultant List Number One 97

Consultant List Number Two 98

Consultant Feedback 99

National Dissemination Workshops 113

Sample of Workshop Agenda 115

Participant List

- Boston 117
- Madison 119
- Salt Lake City 121
- Atlanta 123

Evaluations

- Boston 125
- Commendation Letter 127
- Madison 129
- Salt Lake City 135
- Atlanta 141

Dissemination 147

Appendix A - Field Test Consultant Leaders and Their Local Consultants 149

Appendix B - Consultant Committee Members 155

Appendix C - Advisory Committee Members 157

Introduction

Vocational education of handicapped people has been given additional emphasis in Public Law 94-142, Education Amendments of 1976, Title II, Vocational Education. Improving access to, and the effectiveness of, programs of vocational education of handicapped people is a major priority of national significance.

To meet this need of handicapped people there was a need to prepare vocational teachers and curriculum specialists for modifying existing vocational curricula to suit the special needs, characteristics and circumstances of persons with various types of handicapping conditions. This project developed a Handbook, Puzzled About Educating Special Needs Students, A Handbook on Modifying Vocational Curricula for Handicapped Students, to meet this need. A User's Guide to the Handbook and an Annotated Bibliography were also developed to fulfill the purpose of the project.

The handbook can be used to train State vocational instructional program supervisors and State vocational"special needs" supervisors to train appropriate local education agency personnel to modify vocational programs. The Handbook can be used by local teachers to modify their vocational programs and teaching techniques and strategies for instructing handicapped students. The Annotated Bibliography contains about 500 items and can be utilized by those persons interested in reviewing the "State of the Art" in vocational education of handicapped persons.

This final report provides a detailed coverage of the progress of the project over the twenty month period of project operation. Lists of advisory committee members, project consultants and the field test personnel can be found in the appendix. The field test was an important part of the project and proved extremely valuable in determining the final direction of the handbook. This report provides several examples of the field test feedback.

In addition to the project director the following project staff members were involved in writing and research of the project.

John J. Gugerty
Carol B. Crowley
Elizabeth Evans Getzel
JoAnn Salin
Patricia K. Fessenden

Quarterly Review of Project Activities

The following narrative provides details of the first quarter of project operation.

October 1, 1978 to December 31, 1978

I. Major Activities and Accomplishments

A. An advisory committee of thirteen members and a consultant group of eight members have been selected by the project staff and approved by the project officer.

B. An extensive and thorough review of literature on modifying vocational programs for handicapped people has been conducted by project staff. This review covered the area of vocational education and all areas outside of vocational education or related to vocational education which project staff could identify as related to the subject of modifying vocational programs. Complete ERIC searches, library and resource center searches were conducted. The literature has been reviewed and summarized and interpretations are being made by project staff

II. Problems

No serious problems have been encountered at this point. Some difficulty was experienced in gearing up to do a project of this nature in a short time, especially during the last quarter of a year.

III. Activities

A. Newsletters and other informational services have been used to inform educators of the nature and scope of the project.

B. The project director attended a two day meeting in Washington, D.C. to obtain information on project operation.

C. Abstracts of the project have been prepared for distribution to interested educators.

IV. Dissemination Activities

V. Capital Equipment Acquisition

VI. Data Collection

VII. Other Activities

VIII. Staff Utilization

IX. Activities For Next Reporting Period

A. Complete the interpretation of review of literature results and send to USOE project officer.

B. Complete management exception reports and send to project officer.

C. Arrange for and hold a meeting of the project advisory committee. This will be a two day meeting at the University of Wisconsin - Madison.

D. Develop a proposed plan for the handbook on Modifying Vocational Curriculum For The Handicapped.

E. Develop a proposed plan for field-testing the Handbook on Modifying Vocational Curriculum For The Handicapped.

F. Develop materials relating to OMB Clearance of field test data acquisition.

G. Develop a proposed plan for the training workshops to be held for the State vocational instructional program supervisors and State vocational "special needs" supervisors.

H. Conduct preliminary work on identifying sites for training workshops.

The following narrative provides details of the second quarter of project operation.

January 1, 1979 to March 31, 1979

I. Major Activities and Accomplishments

A. An extensive and thorough review of the literature on modifying vocational programs for handicapped people was completed along with the annotated bibliography and the analysis and interpretation of the review of literature.

B. A date for the project advisory committee meeting was selected and advisory committee members notified of the meeting. The committee will meet on May 10 and 11, 1979 at the University of Wisconsin-Madison Campus.

C. The proposed plan for field testing the handbook on Modifying Vocational Curriculum For The Handicapped was completed and sent to the project officer.

D. The proposed plan for the handbook on Modifying Vocational Curriculum For The Handicapped has been completed and sent to the project director.

E. Work is progressing on handbook development. Additional literature searches are being made to identify specific methods developed and currently in operation to teach vocational courses to students with various disabilities.

F. A proposed plan for the training workshops is under development.

II. Problems

No serious problems have been encountered at this point. Project staff are still working with the proposed field test plan, but hope to have an approved plan early in the third quarter of operation.

III. Activities

A. Newsletters and other informational services have been used to inform educators of the project and the handbook development.

B. Several requests for information about the project have been received from around the state and nation. Information was provided to these persons.

IV. Dissemination Activities

V. Capital Equipment Acquisition

VI. Data Collection

VII. Other Activities

VIII. Staff Utilization

IX. Activities For Next Reporting Period

A. Obtain approval on the proposed field test plan for field testing the handbook on Modifying Vocational Curriculum For Handicapped Students.

B. Complete the development of the proposed plan for conducting the training workshops on the use of the handbook.

C. Prepare final agenda for the Advisory Committee meeting and send materials to the advisory committee to review prior to the meeting.

D. Conduct the Advisory Committee meeting which will be held at the University of Wisconsin-Madison Campus on May 10 and 11, 1979.

E. Identify field test participants and field test sites.

F. Identify sites for training workshops.

G. Continue development of the handbook on Modifying Vocational Programs For Handicapped Students. The handbook is being developed by disability area and vocational area. Project staff should have developed a considerable amount of materials for use in each section by the end of the third quarter of project operation.

The following narrative provides details of the third quarter of project operation.

April 1, 1979 to June 30, 1979

I. Major Activities and Accomplishments

A. The project advisory committee met on May 10 and 11, 1979 at the University of Wisconsin-Madison for a two day meeting. Ten advisory committee members attended. Mr. David Pritchard, Project Officer and Mr. Paul Ceil, Assistant Project Officer attended the advisory committee meeting.

Project goals and accomplishments were reviewed. Advisory committee members were asked for specific advice on handbook development, field testing of the handbook and workshop development. The advisory committee input was of much value to project staff and advisory members will respond to future needs by reviewing the materials as they are developed.

B. The proposed plan for the field test was submitted to USOE for approval. Changes were suggested in the field test of the handbook by the advisory committee.

C. A proposed plan for the training workshops was developed and reviewed by the advisory committee.

D. Project staff have utilized the results of the advisory committee meeting to revise the format and contents of the handbook.

E. Project staff began and are continuing the process of identifying modified programs for handicapped students from many sources around the nation. These sources include the identification of actual programs at the secondary and post secondary level. The contacts are being made through letters and telephone calls to scores of people throughout the nation.

F. Contact was made with the USOE Printing Office in Chicago to get clearance and information needed to develop and print the handbook and to develop the visuals and artwork for the handbook.

II. Problems

No serious problems have been encountered at this point. Project staff are still awaiting clearance on the field test plan and hope to have clearance as soon as possible.

III. Activities

A. Newsletters and other information services have been used to inform educators of the project and handbook development.

B. Plans have been made to present the handbook at a three hour program at the National Association for Children with Learning Disabilities Conference to be held in Milwaukee, Wisconsin on February 27, 1980.

C. A proposal to present a program on the handbook has been made to the National Association of Special Needs Personnel for the 1979 AVA Convention.

IV. Dissemination Activities

V. Capital Equipment Acquisition

VI. Data Collection

VII. Other Activities

VIII. Staff Utilization

Dan Mendini left the Center in January, 1979 for other employment and has been replaced by Elizabeth Getzel.

IX. Activities for Next Reporting Period

A. Obtain approval on the proposed field test plan for field testing the handbook on Modifying Vocational Curriculum for Handicapped Students.

B. Obtain approval on the training workshop plans.

C. Arrange for field test. This will include the selection of field test individuals and format for testing and field test sites.

D. Continue to contact and identify modified vocational programs to obtain handbook examples.

E. Complete first full version of the handbook and prepare drafts for field testing.

F. Complete the training package on how to utilize the handbook.

G. Select workshop sites for the four national workshops and make appropriate arrangements for workshops.

H. Select workshop participants and notify them of the upcoming workshop.

I. Utilize the services of the project consultants to develop sections of the handbook.

The following narrative provides details of the fourth quarter of project operation.

July 1, 1979 to September 30, 1979

I. Major Activities and Accomplishments

A. Project staff have conducted and in the process of conducting a national survey on modifying vocational programs for handicapped persons to identify existing modifications. To date over 1600 persons were contacted by letter and over 500 telephone calls were made to retrieve information. As a result project staff are receiving a large amount of information in the form of written materials and visual aids directed to teaching handicapped students.

B. The information and materials are being used in writing the first version of the handbook which will be used as a field test model for the field test consultant meeting on November 1, 1979.

C. The seven field test consultants will meet in Madison on November 1, 1979 to conduct the initial field test. They will then go back to their home states and work with five other persons each to conduct the second phase of the field test. The field test is scheduled to be completed by December 31, 1979.

D. Seven additional consultants were contracted in July to provide a response to a broad series of written questions relating to the vocational education of handicapped students. Their assignments are due in early October, 1979.

E. Our media center started the development of the graphics for the handbook and work is progressing toward the goal of making the handbook attractive and useful to the reader.

II. Problems

No serious problems have been encountered at this point. Project staff received approval for conducting the field test and were able to schedule the field test on time.

III. Activities

A. Project officer, Mr. David Pritchard spent September 13 and 14 on a site visit to our project to discuss current and future activities and to provide consultation and advice on the remaining project tasks.

B. Major activities have centered around collecting information for all available sources on existing modification methods. These materials are being used in handbook development and as additional citations for the annotated bibliography.

IV. Dissemination Activities

V. Capital Equipment Acquisition

VI. Data Collection

VII. Other Activities

VIII. Staff Utilization

Patricia Fessenden will be leaving the staff in early October and will be replaced by JoAnn Salin.

IX. Activities for Next Reporting Period

A. Develop the initial version of the handbook and prepare it for the field test.

B. Begin the field test on the handbook on November 1, 1979. Field test completion date is December 31, 1979.

C. Continue to work on materials to be included in the revised version of the handbook.

D. Develop the training package on how to use the handbook for use in the training workshops to be held during the sixth quarter of project operation.

E. Select final workshop sites and make reservations for workshop personnel.

F. Select workshop participants and notify them of the workshop to be held in March and April, 1980.

G. Secure approval to use GPO facilities in Chicago and obtain initial printing cost estimates of the handbook.

H. Utilize the work accomplished by the seven consultants who are responding to the questions asked of them.

The following narrative provides details on the fifth quarter of project operation.

October 1, 1979 to December 31, 1979

I. Major Activities and Accomplishments

A. Project staff completed a draft copy of the handbook in October, 1979. The draft copy contained ten chapters with a total of 326 pages of script and visuals. This version was developed for the use of the Field Test Consultants.

B. A Field Test Consultant meeting was held at the University of Wisconsin on November 1, 1979. Seven Field Test Consultants met to evaluate the Handbook and to develop a new evaluation which would be used by five local consultants to evaluate the handbook. The seven Field Test Consultants were:

Mr. Dale Ake
Consultant, Vocational and Adult Guidance
Florida Department of Education

Mr. Robert Benedict
Special Needs Supervisor
District One Technical Institute
Eau Claire, Wisconsin

Mr. Dennis Lesher
Vocational Evaluator
White Bear Lake, Minnesota

Dr. James Acord
Vocational Special Needs
Colorado State University

Dr. Dorothy Semmel
Special Education
University of California - Santa Barbara

Mrs. Louise Hullinger
ACLD Vocational Chairperson
Chicago, Illinois

Dr. Matthew D. Parrish
Superintendent
Singer Mental Health Center
Rockford, Illinois

The evaluations of the Field Test Consultants were very helpful to project staff. Many concrete suggestions were made for improvement of the handbook. The consultants also provided additional materials for inclusion in the handbook.

Mr. Paul Geib, Assistant USOE Project Officer participated in the Field Test Consultant meeting.

C. A minor revision and reprinting of the handbook was made after the Field Test Consultant meeting to make the handbook readable for the Local Field Test Consultants.

D. Each of the seven Field Test Consultants selected five people from their own State to evaluate the handbook using a questionnaire developed for specific interests of the area which they represented. The 35 local consultants were approved by the Project Officer.

Each of the seven Field Test Consultants held a half-day workshop to instruct their local consultants in the evaluation of the handbook. The local consultants were then given two to three weeks to complete their evaluation and return the evaluations to the Field Test Consultant. The Field Test Consultants were to summarize the five local consultant evaluations and return all materials to the Project Director by December 31, 1979. Six consultants have completed all work at this time and the remaining consultant is expected to complete the summarization by the first week of January, 1980.

Project staff are currently reading the results of the field test and preparing to develop the final draft of the handbook. An early review of the field test data shows a general enthusiasm for the handbook. Many suggestions and ideas have been presented for improvement and inclusion in the handbook. The field test from all indications will be a valuable resource in completing the handbook.

E. Project staff added many more materials to the Annotated Bibliography and changed the format of the Annotated Bibliography from alphabetical to topical.

F. Our media center completed materials to be used in the overall graphics of the handbook. The design is to increase the readability of the handbook.

G. The dates and cities set for the Workshop to train State Department of Education Personnel on the use of the handbook are as follows:

May 1 and 2, 1980	Boston Ramada Inn on Wm. F. McClellan Hwy.
May 5 and 6, 1980	Madison, Wisconsin Sheraton Motor Hotel
May 8 and 9, 1980	Salt Lake City Hotel Utah Motor Inn
May 19 and 20, 1980	Atlanta Howard Johnson's - South

II. Problems

No serious problems have been encountered at this point. However, a potential problem exists in having sufficient project funds to conduct the four regional workshops for the 150 people. A drastic increase in airfares may force a reduction in the number of people to be invited.

III. Activities

Activities have centered around the continual development of the handbook, conducting the field tests, revising the annotated bibliography and planning the regional workshops.

IV. Dissemination Activities

Three project staff members presented a program on the handbook at the 1979 American Vocational Association Convention in Anaheim, California on December 2, 1979. Fifty seven persons attended the program and project staff received many enthusiastic comments on the program and the handbook.

V. Capital Equipment Acquisition

VI. Data Collection

The field test was completed on December 31, 1979.

VII. Other Activities

VIII. Staff Utilization

A request was made to the Project Officer to reduce Lloyd Tindall and John Gugerty's time from 100% to 30% on the project.

IX. Activities for Next Reporting Period

A. Review the field test data and make appropriate revisions in the handbook in light of the field test results.

B. Develop a final version of the handbook and complete all unfinished sections.

C. Complete the new version of the topical annotated bibliography.

D. Prepare training package on how to use the handbook which will be included with the handbook as part of the final product.

E. Prepare workshop agenda and training materials and methods to be used in conducting the four regional workshops.

F. Complete graphics for the handbook and training manual.

G. Contact GPO in Chicago and arrange for printing of the handbook.

The follwoing narractive provides details on the sixth quarter of project operation.

January 1, 1980 to March 31, 1980

I. Major Activities and Accomplishments

A. Project staff completed the final copy of the handbook and the annotated bibliography. Final editing and polishing will continue until mid April, 1980, at which time the handbook will be given to GPO for printing.

B. The first draft of the Users Guide was nearly completed.

C. Final arrangements were made for the four regional workshops which are to be held in Boston, Madison, Salt Lake City and Atlanta in May.

D. Invitations were sent to vocational and special educators and vocational guidance directors in each State asking them to participate in the regional conferences. From the early returns by participants it appears that conference attendance will be good.

II. Problems

No serious problems have been encountered at this point, A drastic increase in airfares has forced project staff to cut conference times and expenses to a minimum.

III. Activities

Activities have centered around the continual development of the handbook, annotated bibliography and the planning of the regional conferences.

IV. Dissemination Activities

Three project staff members presented a three hour program on the learning disabilities section of the handbook for 80 participants at the 1980 International Conference of the Association for Children with Learning Disabilities at Milwaukee on February 27, 1980.

V. Capital Equipment Acquisition

VI. Data Collection

VII. Other Activities

VIII. Staff Utilization

IX. Activities for Next Reporting Period

A. Edit and polish handbook, annotated bibliography and users guide.

B. Develop workshop presentations.

C. Conduct four regional workshops.

D. Disseminate final copies of the handbook.

E. Write final reports.

Field Test

Seven persons were chosen as field test consultant leaders to attend a training workshop in Madison to evaluate the handbook and develop an instrument for others to use in evaluating the handbook. These seven consultant leaders selected five additional evaluators in their local area to meet for a one half day session to pre-evaluate the handbook. These five additional persons per field test consultant or 35 additional persons evaluated the handbook over a period of one month. The ideas and strategies were checked with personnel in their local areas for workability and value in working with handicapped students. Consultants were from the areas of vocational education, special education, guidance, rehabilitation and advocacy organizations. Consults also included handicapped employees, teacher coordinators, supplemental services coordinators, school psychologists, directors of testing, special needs counselors, CETA counselors, private school teachers, parents, vocational evaluators, work experience coordinators, service agency personnel and instructional development personnel. Field test consultants represented secondary and postsecondary levels, and university staff.

This broad range of people brought a wealth of expertise to the benefit of the handbook. Format and content, strategies, methods, and techniques were carefully scrutinized. As a result major changes were made in the handbook after the field period. The field test and the vast expertise of material contributors gave project staff confidence that the content was authentic and useful.

Samples of the results of the field test follow to provide a detailed view of the process and to provide readers with an idea of field test feedback. A listing of field test consultants and their local consultants and area of expertise can be found in the appendix.

BENEDICT GROUP

EVALUATION OF HANDBOOK
MODIFYING VOCATIONAL CURRICULA FOR HANDICAPPED PEOPLE

You will be given a rough draft copy of the above handbook. Please ignore the grammatical, mechanical, and spelling errors as these will be edited by someone else.

Your comments, suggestions, recommendations, etc. should be concerned with content, format, and utility of the handbook.

Intended Users

Vocational, special or general education teachers, guidance or rehabilitation, mental health center professionals, etc.

Format of Handbook

I. Evaluate the format of the handbook.

A. Please evaluate the overall format. Think in terms of utilization, appearance, ease of locating information, etc.

Comments or suggestions:

B. Evaluate the format of each area listed in the table of contents.

1. I. -Program Modification.

2. II. -Learning Disabled Students

3. III. - Emotionally Disturbed Students

4. IV. - Retarded Students

5. V. - Visually Impaired Students

6. VI. - Hearing Impaired Students

7. VII. - Physically, Other Health Impaired Students

8. VIII. - Formal and Informal Assessment

9. IX. - Models of Service Delivery

10. X. - Working with Others

C. Are there other formats you feel would be better? If yes, please comment.

D. Do you feel this format will have appealability for the intended users? This includes the intended loose leaf binder, abstract designs for each title page, and the use of these abstractions in the chapters for dividers and space utilization.

Other uses?

If not, what suggestions could be made?

Content Areas

Is the section - "How To Use This Handbook" complete?
If not, give suggestions.

Evaluation of each chapter.

Keep the following in mind.

a. Are they appropriate?
b. Are they consistent?
c. Are the definitions accurate?
d. Is the material accurate?
e. Will the information be helpful?
f. Are the sections complete?
g. Is there enough information - examples?

Chapter I. Program Modification - Comments and suggestions.

Chapter VIII. Formal and Informal Assessment - Comments and suggestions

Chapter IX. Models of Service Delivery - Comments and suggestions.

Chapter X. Working with Others - Comments and suggestions.

There are three sections within the disability areas.

a. What it's like to have the disability.
b. Specific modifications of goals, environment, and teaching techniques.
c. Modifications in use in vocational programs.

Please evaluate each of the following disability area chapters breaking them down into the three sections as given above.

II. Learning Disabled Students.

Section A.

Section B.

Section C.

III. Emotionally Disturbed Students

Section A.

Section B.

Section C.

IV. Retarded Students

Section A.

Section B.

Section C.

V. Visually Impaired Students

Section A.

Section B.

Section C.

VI. Hearing Impaired Students

Section A.

Section B.

Section C.

VII. Physically, Other Health Impaired Students

Section A.

Section B.

Section C.

Comment on the readability of the material.

Comments:

Do the awareness sections of each disability chapter (Section A of Chapters II - VII) give sufficient illustrations of what it's like to have the disability? If not, comment on each specific disability area giving suggestions, if possible.

In the second section of each disability chapter (Chapters II - VII), do you find sufficient modification concepts and techniques to assist the intended user in modifying vocational curriculum? If not, please comment and make suggestions, if possible.

In the third section of each disability chapter (Chapters II - VII), do you find enough examples of modifications to assist the users in modifying vocational curriculum? If not, please comment and make suggestions, if possible.

Are there implications of racist, sexist or stereotyping of handicapped people? If so, please comment and make suggestions, if possible.

What is your opinion of the length of the chapters? the whole handbook? Please comment.

Should the annotated bibliography of materials be included in the handbook or as a separate publication?

Comments:

Utility

Will this handbook be appropriate and useful for the intended users? If not, comment.

Do you see it appropriate for others? Who?

What is your overall opinion of the handbook?

Comments:

Please give your suggestions for improving the handbook.

Other comments:

DALE AKE GROUP

MODIFYING VOCATIONAL CURRICULA FOR HANDICAPPED PEOPLE

HANDBOOK EVALUATION FORM

A rough draft of this handbook has been developed by the project staff and has been reviewed by external evaluators. This is a second draft designed to be evaluated by each of you. Your desired responses are to be in the areas of organization, content, use, and technical qualities of the handbook. You are not expected to edit for grammatical and mechanical errors.

Please give your response to each of the following questions. Wherever possible give examples and be specific. If more space is needed please use additional paper and feel free to attach examples.

I. Organization:

A. What is your general reaction to the overall design and format?

Favorable - I see no need for major changes in design and format.

B. Will the format appeal to a diverse audience of Florida's professionals and paraprofessionals working with handicapped persons? If not please give specific reasons that prevent its appeal to a diverse audience.

Yes - There is something for all.

C. Is the length of the chapters? ( ) too long, ( ) too short, or ( ) satisfactory.
Is the complete handbook? ( ) too long, ( ) too short or (X) satisfactory.
If chapters are too long or short, please specify which ones need to be shorten and/or lengthen and why.

Reviewers will have difficulty with the question of length, In the opinions of some, chapters will be too short and in the opinion of others will appear to be too long. It depends on how familiar one is with the content. There would be a risk in too much condensing since this handbook will have users ranging from para-professionals to PhD levels.

D. What is your opinion of the appearance of the handbook? Will Florida's potential users find it appealing? This includes the use of a loose leaf binder, abstract designs for each title page and the use of these abstractions in the chapters for dividers and space utilization.

From what is being proposed - the handbook should have an attractive appearance. I am concerned about the technical illustrations - They too should be colorful and attractive. If illustrations are primitive or crude they will detract from the value of the handbook. Examples: IV - 42, 43, 44 and others.

E. Should the handbook include the annotated bibliography of materials or should this be provided as a separate publication?

Keep it together

F. What is your reaction to the accessibility of the content for users wanting to modify vocational curriculum? Can a user find what is there easily?

Little difficulty should be encountered generally - but specifically from the table of contents, I could not find a reference to guidance. Perhaps under major headings in the Table, the contents could be further delineated.

The titles under the Table of contents should be consistent with the chapter titles.

G. Is the analogy and compatibility of the ten chapters sufficient? (style, information presented, educational philosophy).

Yes

H. Please list additional format changes or attach alternative formats that in your opinion would improve the use of this handbook.

It is in logical order as it is. You might consider dealing with the impact of PL 94-142 and Vocational Rehabilitation Act in the Introduction.

II. Content

A. Please rate the level of comprehensiveness and its appropriateness to the specific potential users. (vocational, special or general education, teachers, guidance or rehabilitation counselors, school psychologists, administrators, mental health centers professionals, etc.)

The handbook covers a broad spectrum of related areas to curriculum modification. The material is appropriate for all staff who are involved in implementing, expanding and improving vocational education for handicapped learners and the support staff involved in maintaining the handicapped in vocational instruction.

In Florida the principal users will likely be vocational educators, special educators and teacher educators who will, separately or collectively, provide staff development activities utilizing the contents of this handbook.

To a lesser extent will the handbook be used by school psychologists, guidance counselors, administrators and others. But this is not too say that they should be excluded from consideration as possible users.

B. Evaluate the level of specificity and its relevancy to the specific potential users listed in the previous question.

The level of specificity and relevancy to the users mentioned will vary according to the users. There is not likely to be one level which will be exactly and comparitively compatible to all.

Let's settle for what is.

C. Considering your experiences and expertise, in your opinion is the information presented accurately? Indicate any instances which are incorrect or misleading and please state why. Whenever possible, please provide the correct information.

(1) Please refer to the first sentence, chapter II, page 12, the reference to vocational teachers with little if any training in teaching learning disabled students to actually identify the learning disabled student.

(2) Also refer to page 26, I. Defining the problem, the last sentence "our concern here is not with labeling students, but with identifying and etc".

Since there is a legal process, which is procedural, in identification of handicapped learners in Florida, I would suggest the use of the word "recognize" in (1) and "recognizing" in (2) above. "Identification" carries legal connotations.

D. Are the awareness sections on each disability area sufficient to inform the reader of the handicapping condition?

Yes, if these sections are carefully studied, a vocational teacher should be able to "recognize" disabilities more clearly.

E. Are there sufficient modification concepts and techniques available to help the reader modify a vocational curriculum? (Part II of each disability chapter).

Yes

F. Are there sufficient examples of modifications available to help teachers or other professional staff to modify a vocational curriculum? (Part III of each disability chapter).

Yes

G. Examine the examples given. Are they correct and non-offensive or controversial in nature?

The examples are in my judgement correct.
These examples are in my non-offensive opinion,
to the groups for which this handbook is intended.

H. Does the content of the chapters flow smoothly from one to the others?

The chapters are in logical order but may flow more smoothly if a tie-in paragraph could facilitate a transition from one chapter to another.

I. Are there contradictions in the content? If so, where and which is correct?

No contradictions observed.

J. Does any of the content sterotype handicapped people? If so, where? Please give correct example.

None

K. Give special attention to the last three chapters. Is there content missing? What needs to be added or deleted?

No

L. What additions or deletions should be made in any of the additional content areas?

No

III. Use

A. How would you see this handbook being used by Florida's professionals and paraprofessionals working with handicapped persons? (yourself as an example)

1. State level consultants for handicapped, including vocational education, and special education professionals.

2. Local level vocational education and special education administrators and teacher.

3. Teacher educators.
4. Modified curriculum can be used by students.
5. Advisory groups state and local levels.

Note: I see the entire content being useful as reference material by professionals listed above.

B. Who will be the most appropriate users and which sections would be valuable to them.

I.	Program modification:	Vo Ed-Special Ed administrators teacher educators and teachers
II.	Learning Disabled student:	Vo Ed-Special Ed,Administrators teacher educators teacher and Rehab. personnel
III.	Emotionally Disturbed students:	Vo Ed-Special Ed,Administrators teacher educators, teacher and Rehab. personnel
IV.	Retarded Students	Vo Ed-Special Ed, Administrators, teacher, educators, teachers and Rehab. personnel
V.	Visually Impaired	Vo Ed-Special Ed Administrators teacher, educators teachers and Rehab. personnel

C. Is the content usable, practical and relevant to everyday situations to be experienced by the practitioner?

Yes

D. How could the handbook be improved for use?

See Next Page

B. Who will be the most appropriate users and which sections would be valuable to them.

VI. Hearing Impaired: Vo Ed -Special Ed Administrators, teache educators teachers Rehab. Students

VII. Physically, other Impaired Students: Administrators, teachers, School and Rehab. Counselors

VIII. Formal and Informal Assessment: Administrators, teachers I.E.P. Staff, Work Evaluators 2 teacher educators

IX. Models of Service Delivery: Administrators, teachers and teacher educators

X. Working with others: State and local level Vo-ed, Special ed Administrators, teachers and teachers and parent groups

C. Is the content usable, practical and relevant to everyday situations to be experienced by the practitioner?

Yes

D. How could the handbook be improved for use?

Tabular annotations.

Note: Page 2 Introduction: The sentence begining with line 9 is not clear and to convey any meaning at all it will need to be restated.

IV. Technical Qualities

A. What is your opinion of the readability of the material?

Excellent

B. Were there any built in biases or discriminatory comments? (implied racist or sexist attitudes?)

None were found

C. Is the content compatible with state laws, regulations, and district procedures. If any conflict exists, please indicate where and why.

It is compatible

W H E W ! ! ! THAT'S ALL!!!

Thanks for your patience, endurance and contribution. If a concern was not covered by any or all of the previous questions, please feel free to add comments at the end of your evaluation.

It has been widely experienced that handicapped learners benefit from close liaison and coordination between agencies and disciplines having responsibility for the education of the handicapped.

Somehow it should be stressed that this Handbook will serve a better purpose if it is used as a resource document for those who together are involved in service delivery to the handicapped. The Handbook will be less effective as a reference for individuals but rather should be reviewed and discussed by professionals and para-professionals together in groups in order to maximize the combined strengths and effectiveness of individuals in their respective areas of expertise.

As an additional reference to the above I refer you to I-5, "Modification Process Model" I wonder if there is, or will be, an individual or group who will readily know where to locate an "Academic Profile", Independent Living Profile, Emotional Profile, and etc. Do planners and implementers know that such information exists or how it is generated?

This again is a reason to stress that this Handbook will serve a better purpose by applying it to a coordinated effort.

LESHER GROUP

HANDBOOK EVALUATION

A rough draft of the handbook modifying vocational curricula for the handicapped has been developed by the Wisconsin Vocational Studies Center.

We are interested in your responses in the area of content, format and utility of the handbook. Please give us your response to the following questions and requests. If you need more space, you may use additional paper. After reviewing the handbook, be very specific about a problem area. State the page number, and provide written documention as to how you would like to see it stated or changed.

1. List your experience in vocational education, special education, rehabilitation, education and other professional qualifications.

   SERVE Advisory Committee - 6 years
   Job Seeking & Keeping Skills Committee for Handicapped - Chairman, 3 years
   Handicapped Placement Specialist - 5 years
   Curriculum Writer - Modification of regular vocational curriculum for special needs students - 3 years

CONTENT AREAS

2. Are the characteristics of each disability group accurate? Why or why not, please comment.

   In some sections (for example, Visually Impaired and Hearing Impaired), it is adequate but the rest are lacking. There are so many degrees of retardation, E.D., etc. that to portray an accurate set of characteristics is impossible. A regular vocational education instructor would have trouble internalizing what you have at this point.

3. Has any of the content stereotyped handicapped people? Yes No
   If yes, indicate stereotypes.

   As stated in the previous question, the Mentally Retarded section is inadequate. Again, from the standpoint of a regular vocational education instructor, reading this material would do more harm than good. "A little information is as bad as too much."

4. Is the disability area of each of the sections sufficient to inform vocational instructors of the handicapping conditions? (Part I of each disability chapter) If not, please comment.

   Again, are they really concerned that much about disabilities? Take a more positive approach -- use documented cases on handicapped individuals' abilities. Present to them factual data on certain types of disabilities and leave it at that.

   The style of a manual like this should stimulate curiosity on the part of the reader (vocational instructor). Mr. Lesher will submit different types of formats as suggestions.

5. Are there sufficient modification concepts and techniques available to help vocational instructors modify a vocational curricular? (Part II of each disability chapter)

   From what you have in this handbook, it appears that you take for granted that vocational instructors would gladly modify curriculum for handicapped students.

   First: Most are not qualified.
   Second: It takes a great deal of time, which most are not willing to give.
   Third: A team approach should be used, allowing an interchange between a group of professionals.

6. Are there sufficient examples of modifications available to help vocational instructors modify a vocational curriculum? (Part III of each disability chapter)

   No; use more diagrams, flipcharts, hands-on types of teaching aids. Not enough factual data available. Housekeeping section is good; other sections could be broken down into easier step-by-step methods. Set it up in shorter sections that can be tested out of by higher level students. Each section passed gives students a success which should motivate them into the next section of a task. Many small accomplishments lead to overall success.

7. How usable is the handbook in terms of finding specific information easily and readily?

   No natural flow of ideas in most sections. Use less clinical jargon.

   Many times, it is hard to decipher usable information and condense. Use outline form. Example:

   A) State objectives clearly for each section.
   B) Include short factual reading.
   C) Provide evaluation of data internalized.

8. Were there examples of sex stereotyping? List examples, page number etc.

   Some minor, but nothing flagrant.

9. Based on your background and experience, what is your opinion of the readability of the handbook?

Too much theory; clinical or graduate-type jargon will turn most readers off. I noticed many styles of writing -- should be edited by a knowledgable team.

Would be better accepted in short sections, maybe Teachers Kit #1, 2, 3, 4, etc. with each kit covering one learning disability and a specific related J.S. & K. section.

10. Are there contradictions or inaccuracies in the handbook?

- Terminology is hard to understand in some areas.
- Accuracy of information is questionable.
- Book is filled with too many things that are nice to know, but not enough of the things that regular vocational education instructors need to know (example: workable knowledge).

11. What is your opinion of the length of the chapters? Of the whole handbook, are they too long, too short or satisfactory?

Too long -- needs more factual information and a smooth flowing style. In short, make it readable with more documented success cases, more positive information, maybe general case histories. Again, form should be in shortened teacher training kit format -- Kit #1 would build on #2 and so on.

12. What additions or deletions should be made in the content area?

J.S. & K. should be moved to separate section; use shorter sections for each disability. Shorten up sections to get back to the basics -- leave instructors with a positive, challenging outlook when dealing with the handicapped.

FORMAT

13. What is your opinion of the overall format and layout of the handbook?

- Statement of Federal #94-142 and State laws should be explained realistically. They have no choice in the matter -- these students will be served adequately within the system.
- Realistic resources should be provided.
- A split page format should be used for note-taking.
- Definition of terms should also be included.

14. Will the format appeal to other special needs professionals? If so which ones?

Supplemental instructors
TMR Aides
Administrators - to get a better understanding of instructors' problems in dealing with handicapped students.

15. How do you see this handbook being used at your school? What does it need to be more useful?

New employees

District In-Service

If handbook was set up in short teacher training kit booklet form, it could be used as a reference guide.

16. Are there additional format changes or alternative formats which might be used?

See preceding answers.

UTILITY

17. Who will be the most appropriate users, and which sections would be valuable to them?

Vocational educators
Supplemental Resource Instructors
Aides
Employers

} Should be presented by a team of qualified people.

18. Is the handbook compatible with local school district policy? Does it conflict with district or state policy IEP's definition of disability groups etc.

O.K.

19. How can the handbook be improved?
Give examples of recommended improvements.

- Better format (Teacher Training Kit)
- Needs a glossary
- Better and more clearly stated objectives
- More positive approach; reader involvement

Evaluation of the handbook by curriculam department representative and work experience coordinators:

1. What program modifications both written and audio visual have you assisted with that would benefit vocational instructors working with a specific disability group?
   Please bring examples.

   Mr. Lesher will provide examples.

2. Please document examples of audio visual materials that would be beneficial for vocational instructors working with various disability groups, an example could be a video tape with signing on the tape. This can include flip charts, taped materials or peer tutoring etc.

   Mr. Lesher will provide examples.

3. In your opinion, do you feel the curriculum examples listed are appropriate and relevant? Please comment.

   M.R. sections very good; others could use flipcharts, audio visuals, sound-on-slides, etc.

   In my opinion, a format could be utilized that would allow for more reader participation-involvement.

4. Do you think individualized instruction should be defined in a separate section in the handbook?

   See examples from 916.

   Should be shown (example) in each section.

Evaluation of the handbook by counselors and vocational evaluation staff and job seeking personnel:

1. Is the content in job seeking section adequate? If not, what needs to be added?

   Section in book not very good. It is assumed that all students entering a regular vocational program are to be placed. The problem is retention of a job by handicapped students.

2. Should the job seeking information be a separate section in the handbook?

   This section (J.S. & K.) should be under separate cover and be implemented by a professional. It should also include a section on tips to keeping a job. For example: "How to Voice Objections on the Job"
   "How to Get Along with Fellow Workers"

3. Is the vocational assessment information adequate and correct? If no, what needs to be added?

4. Is the difference made between assessment for IEP'S and vocational assessment?

   Vocational assessment should be viewed as a positive tool when determining a program for a handicapped student. S/he has the opportunity to experience occupations (try-outs), etc., which will greatly enhance the possibility of success in the world of work.

5. How can the last two chapers be improved and expanded?

   See examples in master.

**

DALE AKE SUMMARY

MODIFYING VOCATIONAL CURRICULA FOR HANDICAPPED PEOPLE

HANDBOOK EVALUATION FORM

A rough draft of this handbook has been developed by the project staff and has been reviewed by external evaluators. This is a second draft designed to be evaluated by each of you. Your desired responses are to be in the areas of organization, content, use, and technical qualities of the handbook. You are not expected to edit for grammatical and mechanical errors.

Please give your response to each of the following questions. Wherever possible give examples and be specific. If more space is needed please use additional paper and feel free to attach examples.

*The following comments are a summary of the evaluator's statements. Please read the individual evaluations for more detail.

I. Organization:

A. What is your general reaction to the overall design and format?

The general concensus was that the overall design is good and that no major changes are needed. You may wish to consider the following specific recommendations.

(a) explain the purpose of the manual in the section titled "How to Use This Handbook"
(b) *explain the impact of PL 94-142 in this section
(c) the division of the chapters into three sections good format
(d) whenever possible distinguish between students having "academic deficiencies and handicapped students".
(e) need a comprehensive table of contents
(f) *some of the content within individual chapters is applicable to all handicapped students as well as non-handicapped. a separate section for these characteristics should be considered
(g) references for all resources should be included
(h) pages 2-10 should be a part of the chapter on assessment

B. Will the format appeal to a diverse audience of Florida's professionals and paraprofessionals working with handicapped persons? If not please give specific reasons that prevent its appeal to a diverse audience.

*The overall concensus was that this handbook would appeal to a diverse audience of Florida's professionals.
It was felt that it was most appropriate for vocational teachers and that the content may not appeal to "academic" teachers and exceptional education instructors. The inconsistency of the complexity and throughness of chapters may by problematic

C. Is the length of the chapters? ( ) too long, ( ) too short, or ( ) satisfactory.
Is the complete handbook? ( ) too long, ( ) too short or ( ) satisfactory.
If chapters are too long or short, please specify which ones need to be shorten and/or lengthen and why.

*There was a wide range of responses on this question, as one evaluator states "Reviewers will have difficulty with the question of length, in the opinions of some the chapters will be too short and in the opinion of others they will appear to be too long. It depends upon how familiar one is with the content. Some specific recommendations are: (a) question the use of ISP when the federal programs use IEP (b) give brief example of an IEP (c) include example of modifications needed in planning model pages 6-7.

D. What is your opinion of the appearance of the handbook? Will Florida's potential users find it appealing? This includes the use of a loose leaf binder, abstract designs for each title page and the use of these abstractions in the chapters for dividers and space utilization.

*some general comments indicate overall approval for the appearance of the handbook. Specific comments are: (a) loose leaf format desireable (b) technical illustrations should be colorful and attractive. If they are primitive or crude they will detract from the value of the handbook. Example chapter LV - 42, 43, 44 (c) dividers between major divisions and offset chapters on disabilities from the beginning and ending would help.

E. Should the handbook include the annotated bibliography of materials or should this be provided as a separate publication?

Most evaluators thought the handbook should include the annotated bibliography. In addition it was felt that the handbook might contain (a) a bibliography of additional references following each chapter -- suggested readings for further information (b) a list of vocational education programs already in operation which might be contacted for information or visitations. (c) a list of organizations for consultant help for all handicaps as in the list on V-25

F. What is your reaction to the accessibility of the content for users wanting to modify vocational curriculum? Can a user find what is there easily?

*Individual evaluations will need to be read. The responses are detailed and different from each evaluator. Many of the specific recommendations are good and should be considered. Most agreed that some way of distinguishing the individual chapters is desireable.

G. Is the analogy and compatibility of the ten chapters sufficient? (style, information presented, educational philosophy).

*The general agreement is that it is evident that different authors prepared the different chapters. Some seem to be simplistic in style, others fall back on technical jargon that vocational educators may find unfamiliar. The philosophy seems to be consistent. Two evaluators had serious concerns about this question and their individual responses should be considered.

H. Please list additional format changes or attach alternative formats that in your opinion would improve the use of this handbook.

Only one response and that was the consideration of dealing with the impact of PL 94-142 and the Vocational Rehabilitation Act in the introduction. This recommendation is consistent with earlier suggestions by the evaluators.

II. Content

A. Please rate the level of comprehensiveness and its appropriateness to the specific potential users. (vocational, special or general education, teachers, guidance or rehabilitation counselors, school psychologists, administrators, mental health centers professionals, etc.)

*The basic idea here is that the handbook should keep the vocational teacher as its primary audience as it would be too difficult to attempt to reach all ranges of professionals in education. Some specific recommendations are made by several of the evaluators and these should be read and considered. See Wells, Lombana, Grise

B. Evaluate the level of specificity and its relevancy to the specific potential users listed in the previous question.

*Again there is a wide range of responses from the evaluators.. Some believe it is sufficient for vocational teachers and some believe several changes need to be made. See the evaluations by Grise, Wells, Eikeland

C. Considering your experiences and expertise, in your opinion is the information presented accurately? Indicate any instances which are incorrect or misleading and please state why. Whenever possible, please provide the correct information.

*Each evaluator gave unique specific responses to this question. Please read the entire individual responses.

D. Are the awareness sections on each disability area sufficient to inform the reader of the handicapping condition?

In general the response was in the affirmative, however there were a couple of exceptions--see Grise, Eikeland, Lombana

E. Are there sufficient modification concepts and techniques available to help the reader modify a vocational curriculum? (Part II of each disability chapter).

The majority of the evaluators say yes. The SLD chapter needs to be expanded. The LD chapter page 12, the discussion of values is inadequate--include the values continuum.

F. Are there sufficient examples of modifications available to help teachers or other professional staff to modify a vocational curriculum? (Part III of each disability chapter).

Again the majority of the evaluators believe these to be adequate. See Wells's for specific suggestion for improvement.

G. Examine the examples given. Are they correct and non-offensive or controversial in nature?

All evaluators say yes; perhaps a little too much detail.

See Grise, Eikeland

H. Does the content of the chapters flow smoothly from one to the others?

*The evaluators do not believe that the chapters flow smoothly from one to another. Each evaluation should be read since each contains unique suggestions.

I. Are there contradictions in the content? If so, where and which is correct?

Most did not see any contradictions. Two comments were made--(a) the lack of differentiation between handicapped and non handicapped students (b) ISP should be IEP

J. Does any of the content sterotype handicapped people? If so, where? Please give correct example.

Page 2 - slow learner to become proficient at a slower rate See Grise question II-C

K. Give special attention to the last three chapters. Is there content missing? What needs to be added or deleted?

* A wide range of responses was obtained from this question. Some could not evaluate because of the lack of information and others gave specific suggestions. See Lombana, Grise, Eikeland

L. What additions or deletions should be made in any of the additional content areas?

*See Lombana Grise, Eikeland each offers specific recommendations

III. Use

A. How would you see this handbook being used by Florida's professionals and paraprofessionals working with handicapped persons? (yourself as an example)

*Training workshops, inservice training, resource manual, in classroom, state consultants and in program planning for modification of instruction

B. Who will be the most appropriate users and which sections would be valuable to them.

*See individual responses, especially Swift.

C. Is the content usable, practical and relevant to everyday situations to be experienced by the practitioner?

All the responses were in the affirmative. Strengthen the introduction, chapter V, and more emphasis on the attitudinal problems faced by handicapped individuals

D. How could the handbook be improved for use?

Most felt this had been answered by the responses to previous questions. See Swift for one suggestion.

IV. Technical Qualities

A. What is your opinion of the readability of the material?

Excellent, low but appropriate, overall good some aspects too technical in nature, varies a great deal,

B. Were there any built in biases or discriminatory comments? (implied racist or sexist attitudes?)

None were found job situations could reflect both sexes

C. Is the content compatible with state laws, regulations, and district procedures. If any conflict exists, please indicate where and why.

Federal statutes should be explained as they are relevant to this topic Question concerning use of ISP virsus IEP should be considered

W H E W ! ! ! THAT'S ALL!!!

Thanks for your patience, endurance and contribution. If a concern was not covered by any or all of the previous questions, please feel free to add comments at the end of your evaluation.

*Only one response to this--See Swift

JAMES ACCORD GROUP

HANDBOOK EVALUATION
Handbook on Modifying
Vocational Curricula for the Handicapped

This is a ~~short~~ draft version of the handbook that will be placed in a three-ring binder and distributed to all fifty state boards for vocational education in the spring of 1980 via regional workshops. Based on your expertise you have been chosen to assist in evaluating the handbook before the final printing.

The Vocational Studies Center at the University of Wisconsin is interested in your responses in the areas of content, format and utility. Please be specific. Give page numbers, write suggestions on the handbook, etc. The useability of this handbook and the degree to which it will help handicapped students in vocational education is dependent on our input.

Please provide your responses to the following questions and requests. If you need more space you may use additional paper.

CONTENT

1. Please rank order (1, 2, 3 only) the individual or agency that would probably use the handbook most and please explain briefly why:

- [ ] Parent
- [ ] Administrator
- [1] Vocational teacher
- [ ] State board staff
- [ ] Student
- [ ] Vocational rehabilitation
- [3] Special education teacher
- [ ] Pre-vocational teacher
- [2] Teacher educator
- [ ] _____ (Other)

2. Please comment on the appropriateness to the specific users listed in question number one.

Vocational Education & Special Ed teachers will find Curricula Modifications helpful.
Teacher Educators will use the handbook as an updated reference work to help future teachers keep abreast of changing attitudes and techniques to better serve the handicapped population, and to give some exposure re handicaps to all future teachers.

(continued, pg 63)

3. Please comment on the comprehensiveness of the characteristics of each handicap.

This was well-done, overall. My critique offers suggestions in a couple of areas.

4. Please comment on the suggestions for teaching each handicapping condition. (Part II of each chapter.)

These are very practical and should be helpful to the reader.

5. Is it appropriate to address each major handicapping condition? I think so.

   A. Does this stereotype individuals? Adequate warnings must be included against this danger.

   B. What other approach could be used?

   I realy think this is an excellent way to develop the material.

6. Please comment on the examples of curriculum modifications in each chapter (Part III of each chapter.)

   A. Are the examples concrete and applicable to the handicap? I believe so.

   B. Are there sufficient examples?

   Yes, I think so.

LaFawn Biddle -
Evaluation

.Parents will find this handbook helpful if, indeed, it is shared with them.

.Students will benefit too. Again, it is a question of exposure. If the manual is aggressively promoted, it should be welcomed by the student population -- handicapped and non-handicapped.

.Administrators. I wonder if administrators will make use of this material -- notwithstanding the comment by Tarrier (pg 312, IX-2): "Whatever level of Mainstreaming is achieved, administrative practices appear to be the key to success." I just wonder if they will have (take) the time to fully appreciate these materials. The manual may be <u>too basic</u> to capture the interest of the administrator.

.State board staff. I suspect the manual will receive some attention at this level. I would hope the authors will make every effort to use this avenue to alert those within the state board staff's aura of influence to the existence of this material.

.Vocational rehabilitation. I am not sure how Voc Rehab would use the manual. VR counsellors (like administrators) may feel their expertise exceeds the level of writing utilized here.

.Pre-vocational teachers should benefit from the manual's content. Development of skills for job success should start as children enter first grade (or even earlier, in the home). All classroom teachers should help students refine and expand innate abilities which will eventually enhance the marketable skills of the individual.

.Additionally, I predict that a market for this material can be found among

-residential treatment centers
-sheltered workshops
-employers of handicapped persons
-TVI staff

7. How could better examples be provided?

I cannot help here.

8. Is the material really geared toward the needs of handicapped persons? Yes.
What suggestions might you have for improvement.

I think the material is "on track". Specific suggestions appear in my critique, pages 1-23 (attached).

9. Please comment on the audiovisual aspect of this material. Does the material lend itself toward audiovisuals?

I think not.

10. Are there adequate suggestions and/or provisions for persons who are primarily auditory, visual or tactile learners?

Regretably, these sections are too incomplete to answer this question.

11. Please comment on the degree to which this material reflects vocational training.

The manual is clearly slanted toward Vocational Training -- but should be valuable for several other groups in terms of insights and practical suggestions.

12. In your opinion, are the examples provided sufficiently broken down to the point for ease of learning by handicapped persons?

Yes, if the eventual cataloging is adequate.
I have made only two or three suggestions along this line.

13. Please comment on the effectiveness of this handbook toward individualized instruction.

It is of good quality. I have made several suggestions which may increase the effectiveness toward individualized instruction for the hearing impaired student.

14. Please comment on the depth of treatment of each area. (Please, any areas that are incorrect or misleading.)

Parts of the section on Hearing Impairment seemed stereotyped. My critique, pages 12-19, give specific suggestions for changes.

15. What should be added to the book?

An index!
Bibliography?
Glossary?

16. What should be deleted from the book?

I have no suggestions here

FORMAT

1. Please comment on the overall format of the handbook, e.g., design, chapter arrangement, etc.

I am pleased with the looseleaf design and the format as described on page "i" sounds ideal. The actual draft, however, does not seem to be consistent with this description. Obviously it has not yet been "pulled together" and I'm sure this is the next step -- to clearly mark Parts One, Two and Three in each section and make sure that information is uniformly presented in each handicapping section.

Attention should be given to the outline under each section so that the reader can pick out information easily.

2. Please comment on the front and back matter of the handbook. I have suggested using boldface for a paragraph in the intro -- and offer a paragraph cautioning against stereotyping here.
   A. Is it sufficient?
      It is hard to critique Chapter X since it is incomplete.
   B. Does it provide a transition?
      Chapter X as presented does not provide closure.

3. As a parent (your position) I find the format:

a good one IF the stated intent is followed. There is room for improvement, as noted.

4. Please comment on the way each chapter is subdivided into: Subdivisions are excellent. Page & outline organization under subdivisions can be refined as suggested above.
   A. Characteristics of the handicap
      Organization needs refinement here too.
   B. Suggestions for teaching
      Ditto.
   C. Examples of modifications
      Ditto. This is simply a matter of attending the need for uniformity.

UTILITY

1. **To which audience will the handbook appeal most?**

   I suspect Vocational Education teachers, since the material is obviously slanted for them.

   Other appeal is built in, however, and I have described these on pg 1-a of this evaluation.

2. **Will the handbook apply to a universal audience?**

   "Universal"? Yes -- among those who are sensitive to the special needs of handicapped citizens.

3. **Are there particular sections that will be used more by particular groups? (Please list.)**

   Depending upon the orientation of the reader, specific sections will doubtless be more useful to different persons.

   However, the format of the manual -- especially IF IT INCLUDES AN INDEX -- will invite study and expansion of interest to all.

   The Voc Ed teacher will find the Sample Curricula sections especially helpful.

   Most readers should find "what it feels like to have the disability" quite insightful.

HANDBOOK COMMENTS

James F. Acord

1) Overall the handbook is excellent. It represents a tremendous effort and the staff is to be commended.

2) Utilizing the Modification Process Model, show examples. Perhaps this could be accomplished with each disability at the beginning of each chapter. Examples should help vocational teachers (and others) better understand the concept.

3) Early in the handbook, cite and build on the strengths of both vocational teachers and handicapped persons. Each can make a unique contribution: the vocational teacher knows a trade, is willing to teach it to someone and can help in the transition from school to work, from adolescence to adulthood, from dependence to independence; the handicapped person, too, can show the vocational teacher something about how s/he learns if permitted to do so.

4) Chapter four should be strengthened considerably. Since learning disabilities are so pervasive, yet invisible, a more thorough treatment of the topic is in order. Suggest expanding the chapter; presently it doesn't flow well.

5) More should be written on formal assessment in Chapter VIII. It is discussed briefly but more needs to be discussed on formal tests, showing scores, what they mean, how they are used and how they can be misused. Use some example here! Vocational teachers don't need to know how to administer formal tests--only what the tests are. The informal portion of Chapter VIII is very good.

6) Suggest more pictures, charts and graphs where possible to help explain things.

7) In connection with item five, however, I am concerned about the size of the Handbook. It is quite thorough, but more could be added, e.g., covering all of the service areas in Part III of each chapter. I do not recommend this at this time. I guess I am wrestling with how this material will be presented during in-service and eventually to vocational teachers. A two or three semester hour course would not be an unreasonable length of time for in-service on the Handbook. It may be best to take one section and present it very thoroughly along with the front and back matter at an in-service explaining at the same time that the remaining five chapters apply similiarly. While some have suggested dividing the Handbook into smaller handbooks, I would disagree. Should resources permit, I would suggest pilot testing the in-service and utilizing the feedback. Work out the time and procedures very carefully for in-service.

8) The front matter could be enhanced with a brief discussion of the legislation, especially citing why P. L. 94-142 requires in IEP and the role of the vocational educator in the IEP. Also, some attention should be given to individualized instruction. The IEP does not mean that all programs must be individualized but that individual instruction for that handicapped person should result might need to be explained.

9) Articulation between the front matter and the first chapter on a disability still needs to be improved.

10) Include an example of subdividing an occupation into other occupations. For example, for those who cannot become a journeyman auto mechanic, there are many related jobs ranging from a detail person to a parts counter person. Experience tells me that many vocational teachers (some administrators and state boards, too) want only to train the best to be the best. A typical machinist in T & I wants only to turn out more machinists until shown that there are many other occupations for which people can be trained and placed.

11) When in-servicing people in various states, combine special educators and vocational educators. State directors of both groups could set a cooperative climate for these two groups to work together.

12) Include some role playing and/or sensitivity exercises if time permits. Here again, handicapped people could be utilized to help set the tone of the meeting.

13) On the final copy, keep the format for each chapter consistent throughout.

HULLINGER GROUP

HANDBOOK EVALUATION

IS IT READABLE?

(a) The handbook is very readable. Special education jargon is limited. The introduction of each area of exceptionality by the use of a case study or vinette approach is much better than the traditional lists of characteristics. If this handbook is going to have its prime target at regular vocational educators, elaboration needs to be given in the sections on contingency contracting, charting, and task analysis. More examples may be helpful here. The flow charts showing the assessment model and the modification process model are excellent ways to portray an involved process.

ARE THE DESCRIPTIONS OF THE HANDICAPPED APPROPRIATE?

(b) Suggest a change in your introduction of handicapped conditions in general. It is a little unrealistic. The low incidence descriptions are excellent. I was glad to see you included chronic health conditions under physically handicapped. Perhaps the section of LD should highlight more of the secondary LD characteristics, i.e., social imperceptions, inconsistencies in daily work, etc. The ED area needs some reworking. Attention needs to be given to students who exhibit aggressive/acting out behaviors, characteristics, and autistic-like tendencies . In the MR section, I would like to see mention made of the fact that there are other degress of MR, unlikely to be seen in the standard vocational education program. I feel this is important so that the reader perceives the category of MR as a continuum.

ARE THE PROGRAM MODIFICATIONS THAT ARE SUGGESTED FEASIBLE?

(c) I found the program modifications to be feasible and explained with enough detail that a teacher could replicate them. It should be noted, though, that these modifications will require extra time and effort but will pay off in the end.

ARE PROGRAM MODIFICATIONS GIVEN IN ENOUGH DETAIL?

(d) Yes, I feel there is enough explanation except in the three areas mentioned in answer (a). If too much explanation is necessary in making a modification, then perhaps it is too complicated and we should not expect a regular vocational educator to make the modification.

ARE THERE ENOUGH SPECIFIC PROGRAM MODIFICATIONS TO ENSURE THAT THE VOCATIONAL INSTRUCTOR CAN MAKE HIS PROGRAM APPROPRIATELY AVAILABLE TO A SPECIFIC HANDICAPPED PERSON THAT YOU KNOW? (THAT IS SO THAT THE HANDICAPPED PERSON WILL BE ABLE TO SUCCEED IN THAT CLASS?)

(e) ED - more emphasis needs to be placed on ways to avoid frustrating situations for the student and on coping when the student does not

meet demands on the contract. Also in this area, stress must be placed or the fact that the special education teacher or psychologist will really set the structurel/program plan to be used.

LD - The content thus far is good in coverage but quite a bit of the LD techniques need to be written yet; therefore, it is difficult to assess completely. Emphasis needs to be placed on "output" style of students as well.

MR - Good coverage. Elaborate on examples of concrete instruction. Include reinforcement techniques.

VI, HI, PH - Well done. The only other emphasis I would include under these three categories would be a section on how to work with itinerant teachers,interpretators and other related staff. This is highly important in this area since so many of the modifications and special equipment need to be coordinated with the special education staff.

WILL THE INFORMATION AS GIVEN IN THIS BOOK BE ACCESSIBLE TO YOU WHEN YOU NEED IT?

(f) Usability will be increased by adding a detailed index. By tabbing the sections on the various handicapping conditions you will increase quick referencing. In addition, the three sections of each might be color coded, ie., all characterics sections blue; general modifications section pink; vocational education program modifications yellow. It provides for ease of modification and additions. Also, the user can add notes of his/her own to each section.

ARE THERE ANY ADDITIONS THAT OUGHT TO BE MADE IN THIS VOCATIONAL HANDBOOK THAT WOULD MAKE IT MORE VALUABLE TO YOU?

(g) I would also suggest adding a section on preparing the vocational portion of the IEP; adding a section on general mainstreaming techniques (use of aides,weighted formula, team teaching,module approach, etc); elaborating the section on assessment; adding a listing of suggested films, filmstrips, texts, and workbooks that are usable with exceptional students; and adding a section on how vocational "in class" training can dovetail/lead into the work study program or apprentice training.

ARE THERE ANY CONTRADICTIONS IN THE CONTENT?

(h) No

ARE THERE IMPLICATIONS OF RACIST OR SEXIST ATTITUDES THAT OUGHT TO BE CHANGED?

(i) Not really. Perhaps some of your examples, i.e., work sheets, learning packages, could have a home economics theme rather than industrial arts. To some reading the handbook,these sole industrial arts examples may tend to emphasize male oriented subjects.

ARE THERE DESCRIPTIONS THAT ARE INCLUDED ABOUT THE HANDICAPPED THAT YOU FIND STEREOTYPE THEM?

(j) No, since you cover various aspects of each handicapping condition, The only clarification that may be made is the aspect of "degrees of handicapping conditions", the fact that some exceptional students may exhibit more than one characteristic; and the aspect that a child does not have to have all the characteristics listed/described to be classified as being LD, MR, etc.

THE BOOK WILL BE A LOOSE LEAF BINDER, WITH ABSTRACT DESIGNS FOR EACH TITLE PAGE. THESE ABSTRACTIONS WILL BE USED IN THE CHAPTERS FOR DIVIDERS AND SPACE UTILIZATION. THERE WILL PROBABLY BE AN ANNOTATED BIBLIOGRAPHY INCLUDED. COMMENT ON THE SUITABILITY OF THIS, IN YOUR ESTIMATION, AND INCLUDE SUGGESTIONS FOR THE TYPE OF BOOK THAT WOULD BE MOST SUITABLE FOR YOUR NEEDS.

(k) I'm not clear on what you want here for feedback. Perhaps I've dealt with it in question (f). Will the bibliography be teacher oriented? I feel this would be helpful as a resource. The bibliography should include listings in the following areas: general orientation books to the exceptional child, books dealing with each handicappping condition books written on vocational education/career education for the exceptional, and some recent journal articles in relation to vocational education for the handicapped. A few resources should be listed in each area; no more than five for the books; perhaps a few more in the journal listing.

IS THE HANDBOOK DESIGNED TO APPEAL TO VOCATIONAL TEACHERS? WHO ELSE MIGHT YOU SUGGEST OUT TO MAKE USE OF IT?

(l) Yes, I think since the thrust is to vocational education and few, if any, tangential descriptions are found that it would appeal to vocational educators. It may also be used as a sourcebook to special education teachers who will be teaching some aspect of vocational education in a school district where there is limited regular vocational programming. Special education administration staff may also find this as a useful resource especially if they are responsible for inservice training of regular vocational teachers on working with the handicapped.

PLEASE ADD OTHER SUGGESTIONS YOU HAVE THAT WOULD MAKE THIS THE BEST POSSIBLE BOOK TO BE USED BY THOSE WHO WILL BE EDUCATING HANDICAPPED PERSONS IN THEIR PROGRAMS.

(m) I believe I have covered this under question (g).

SPECIFIC COMMENTS:

Page Two, Paragraph 4

Even though we want to encourage vocational teachers, we don't want to mislead them either. Language here is a bit too optimistic.

Page Eight - Nine

More explanation and more examples are needed if the reader is really going to be able to use the abilities chart.

Page Twelve - Sixteen

Excellent way to introduce the reader to characteristics of LD - - portraying the characteristics in a classroom setting-story form rather than just a listing.

LD - Some emphasis needs to be placed on various alternate ways students can respond to an assignment/task.

BD - Descriptions should be given of acting out students.

Page Thirty-four - Thirty-seven

Good involvement of teacher's perceptions of students on a continuum.

Emphasis needs to be given in this section to coordinate efforts with the counselor, psychologist, and social worker. Vocational teachers should not be mislead thinking they are also support personnel. Suggestions should be provided on how to relieve pressures in the class, how to notice signs of frustration and then what to do about them.

Page Fifty-seven - Sixty-five

If this model is to be used by vocational teachers who probably have had little, if any, experience with contingency management, a simplified model needs to be presented rather than the thesis presentation.

Excellent breakdown of task analysis skills.

To make it more meaningful to the non experienced person, another sample of a task analysis should be given, giving some parts, leaving others out (programmed instruction format), on which reader can practice. Another sample could also be given showing a very detailed task analysis and then taking the same skill/ task and grouping some of the subskills together for MR students not needing as small of teaching units.

Another dimension needs to be added in the section on instructional techinques--
H - Reinforcement Techniques.

G - Using Work Study Programs effectively should have two other subtopics: Selling the Retarded to the Employers and Solving Typical Problems Encountered On the Work Study Station.

Chapter IV - The introduction paragraph needs to be expanded to discuss the parts of a learning package and the curriculum/learning principles that should be applied when designing same.

SPECIFIC COMMENTS

In the example training package, I have found more success when the sections containing more than one sentence are separated and blocked. Example:

IV - 41 6. Now clean the end of the crankshaft.
Use an oil and oleum mixture and emery
cloth to remove rust or dirt from the crank-
shaft ends.

The format is good - - little reading; basic instructions only, pictorial representtation of printed word.

Emphasis is well placed on checking; self as well as instructor.

Some of the sentence structure of the Job Steps, page 68-72, need to be rewritten in a less complicated style. In all cases, the action/direction to the student needs to be stated; then the tool and part or make the one step item into two parts.

"Remove the head of the engine with your
speed wrench."
"Use your speed wrench.
Remove the head of the engine."

IV - Page 85

Shouldn't you include some of the non reading interest inventories?

IV - Page 90 - 91

Isn't the publishing company in Hayward, California, JANUS not JARVUS?

Appendix - Another alternative to this type of assessment which you may want to mention is the correcting of an application form/resume that has been prepared.

IV - Page 97

Since an interview is done verbally, a better way to handle the missing conversation could be through the use of role playing or the use of a tape recorder.rather than through the written statement.

IV Page 104 - 106

For this section to be usable in the IEP process, why not make the terminal objective the long range goal, expand on teaching objectives to make them into a true objective statement (action, skill, condition, criterion, evaluation), and label the steps under the objective as a task analysis?

IV Page 107 - 109

Add another column,"emerging"

V Page 11 - 23

Perhaps I am making an assumption which I should not. In this entire section, the burden seems to be put on the vocational education teacher to do the assessment, handle all curriculum changes, etc. The general teaching strategies are necessary but why not make the assessment of the student an indentification of strengths and weakness on a profile the joint effort of the VI itinerant teacher and regular teacher? As it reads, too much responsibility is being put on the

SPECIFIC COMMENTS:

vocational education teacher. The area of VI is too technical for the vocational education teacher to handle even with a list of good teaching strategies.

Excellent section on HI.

VII Page 11

In most states, aphasia is either classified as a learning disability or language/communication disorder rather than falling under the classification of physically handicapped.

VII Page 28 - 29

This description should be put at the beginning with the other descriptions of physically handicapping conditions.

Chapter VIII should include a review of commercial tests that are available to be used with the handicapped.

Chapter IX - Are you including the model programs the Bureau of the Handicapped has described in their publication Exceptional Career Education Programs for the Handicapped?

Chapter X should include a section on working with related services staff (occuapational therapist, physical therapist, speech/language therapist, and psychologist) and sheltered workshop personnel.

/ddc

DOROTHY SEMMEL GROUP

Evaluator Name _____ Date January 7, 1980

Briefly indicate your experience relevant to Vocational Education Programs and/or Special Needs Pupils:

Teacher, tutor, school counselor, and school psychologist working with special needs pupils, their teachers and families.

Handbook Evaluation Item I. (Chapters I, VIII, IX, X).

Method: Please select one chapter below and comment on it as to accuracy of information, clarity of presentation, important omissions in content, potential utility, recommended alternative sources of information of topic and any other comments about the chapter.

Chapter I. Program Modifications:

Chapter VIII. Formal and Informal Assessment:

Part I - Formal Assessment - needs to be formated to highlight goals and objectives of formal assessment; procedures which can be used and outcomes expected. Material is incomplete and not well organized. Need more information regarding consideration of realistic limitations imposed by nature of handicapping conditions and impact on decision making. (see attached).

Part II - Informal Assessment - again - not well organized. Content is mostly good but needs linkages; summaries which highlight the importance of differences in functioning in handicapped to vocational or pre-vocational goals and activities. Introduction should outline what the content will be and how all the separate pieces link together. A. should be integrated with B., and C. should be given as an example. In general, sources are good (e.g., Salvia & Ysseldyke) but are not well used.

(Item 1 cont.)

Chapters IX. Model of Service Delivery and X. Working with Others:

Handbook Evaluation Item 2. (Chapters II through IV).

Method: For chapters II through IV, please select one chapter that corresponds to your area of competence or interest and comment on it. Since each of the above chapters is organized into 3 subsections; (1) Pupil Characteristics, (2) Modification Methods, (3) Examples of Modificaiton; you are encouraged to use the format presented below as an aid to organizing your comments on the chapter.

Indicate Chapter Selected: II Learning Disabilities

Part 1. Pupil Characteristics. (Is text accurate, are descriptions stereotyped, are there any omissions, etc.?).

Descriptions are well done; tied to vocational ed. situations. This section could be elaborated, however, to include a broad definition (e.g., as in PL 94-142) of learning disabilities and information on prevalence and long term consequences of learning disabilities. Sources such as Payne, Kauffman, Brown & DeMott (1974) provide readable information which would augment this presentation.

Part 2. Modification Methods. (Are methods realistic, useful?, Recommended sources of information on topic, etc.).

The information that is presented is realistic and useful. However, other than listening and reading the other suggestions are not presented, so cannot be evaluated (writing, math, speaking, thinking). More modifications need to be presented to accommodate difficulties which students have in organization, impulse control, attention/distractibility and level of activity. Sources such as Hewett (1968, 1977) Hammill & Bartel (1978) would provide useful recommendations in these areas.

(Item 2 cont.)

Part 3. Examples of Methods. (Are examples clear, usable, appropriate, etc.?).

Examples are really just descriptions of possible resource materials to which a teacher could turn. This section needs to be expanded to include actual examples of methods.

Part 4. Other comments on Chapter.

- Generally scanty coverage.

- No goals or objectives.

Handbook Evaluation Item 3. (Chapters V through VII).

Method: For chapters V through VII, follow the same plan outlined in Item 2. Select one chapter and comment on it.

Indicate Chapter Selected: VII

Part 1. Pupil Characteristics.

Introductory vignette is very maudlin - portrayal of a physcially handicapped individual would be more powerful if it included more emphasis on overcoming obstacles rather than a portrayal of obstacles.

Descriptions of various physical handicaps are presented in a manner that is easily understood by a lay person. These descriptions could be enhanced in utility through inclusion of information regarding the consequences of the handicapping condition in the educational setting (see Myklebust, 1977 for example of epileptic).

Part 2. Modification Methods.

excellent - the information represents various situations and is very usable.

(Item 3 cont.)

Part 3. Examples of Methods.

Examples are only listed - no content is given, so this section cannot be evaluated.

Part 4. Other comments on Chapter.

Handbook Evaluation Item 4.

Please comment on the FORMAT of the Handbook.

- All sections - need a goals and objectives statement up front.
- If the Handbook is going to reflect a categorical orientation, it would be most useful to the most people if definitions of categories are congruent with PL 94-142. For example, the category physically handicapped could be expanded to incorporate orthopedically and other health impaired as defined by regulations for PL 94-142.
- All chapters need to be more carefully formatted. Current organizational format makes it unclear which are subordinate and which are superordinate headings.

77

Handbook Evaluation Item 5.

Please comment on the potential for use of the Handbook:

It seems that the Handbook will be useful in providing Voc. Ed. teachers with a better understanding of handicapped pupils and some of the strengths and weaknesses they may possess. As it currently reads, however, the information which would assist voc. ed. teachers to modify programs to better meet the needs of mainstreaming handicapped pupils is variable in quality and utility. More attention could be given to voc. ed. guidance for the handicapped based on assessment and curriculum modifications. The goals should be to enhance their school learning experiences as well as to provide voc. ed. teachers with information and skills for becoming advocates for handicapped pupils in the educational setting and in the community (e.g., setting up work sites, etc.).

Handbook Evaluation Item 6.

Please add any comments or suggestions not covered by your responses on Items 1-5.

Field Test Report
Matthew Parish

And this is a report of the field committee at Rockford Illinois on the handbook for vocational education for the handicapped. The committee met on the 15th of December, 1979. The first recommendation and most important one was that the various chapters of the handbook be truly paralled, for instance if the chapter on learning disabilities begins with the definition of learning disability then the chapter on mental retardation must also begin with the definition of mental retardation. It cannot begin with the philosophy of the problem or some other thing like that. - otherwise we confuse the average teacher. Furthermore if that first heading is "definition" in the chapter on LD then it must be"definition" also in the chapter on mental retardation. It cannot be changed to "characteristics of the disability". As part of this recommendation for better paralleling the table of contents should be expanded to show the page where one can find each of the parallel items in each chapter.

A suggested order of subheadings in each chapter is as follows: 1) an operational definition of the problem being dealt with (eg. learning disability). The definition in each chapter should present the same degree of delineation of that chapters problem area. Thus learning disability would be defined to the same depth and degree of molecularity as mental retardation is defined within its own chapter. 2) examples of the behavior in question. Thus the definition is made clearer. 3) a. general recommendations (eg. look at the student...repeat the instructions many times...) b. recommendations specific to the chapters own problem (such as learning disability or mental retardation) 4) show how two or three of the examples in item two above were worked out - including how students themselves collaberated with each other in solving the problems. The examples would of course show how feedback is obtained and i share with the students and how group pressure or group expectations played a part - if any. 5) assessment. This assessment includes not only the quality of the students' assets and characteristic manner of the students' functioning and the course and level of development, but it also includes the same characteristics concerning the class as a group. For a LD student placed in one classroom may find completely different assets from what is present in another classroom. 6) list the agencies and resources which are useful for the problems of the particular chapter. Resources include parents, other professionals, students, etc. - not merely books and special agencies or training centers.

Many of the directions in the handbook which are put in considerable detail within one chapter really applied to the teaching of all types of handicapped or indeed non-handicapped for instance the advice that the teacher look directly at the student when the teacher is speaking or listening would apply equally to all students of all types of handicaps or non-handicaps. The only exception might be some particular individual who didn't like to be looked at, but that would be a definite exception to be specially explained.

The committee felt that optimally this general sort of advice should be exactly repeated in each chapter. For the average teacher faced for the first time with a difficult student with learning disability does not want to look at anything under the deaf or the blind. The teacher wants to find everything pertaining to that problem in one place in the handbook. As a good compromise, however, the chapter on learning disabilities in this case could refer to an appendix in the back of the handbook which would explain these techniques which were generally useful in dealing with any and all handicaps. Such an appendix of course would save paper.

In general the committee felt that teachers will not read long detailed narrative. The handbook should be more of a cookbook with items in outline form. If possible items should be color coded and always kept in strict parallel form. Possibly small cartoons could be inserted in the margins to make points more vivid and easier to remember. Possibly even American sign language could be drawn in the margins. American sign language effective not only for the deaf but for the retarded who do not have language and also often for learning disabilities, cerebral palsy or any speech impairment as well as for persons from a foreign culture who don't speak English well.

It seemed that especially the examples of teaching manual arts should be either repeated in every chapter or put into an appendix. Such examples should use very simple vocational teaching processes plus perhaps one harder example. Probably only two or three examples are necessary to show task breakdown techniques. Manual arts for the blind (never mentioned in the handbook) are the simplest. The jigs used are the most rigid and most helpful to the handicapped. They need not be confined to the blind. Task analysis (wherever it is presented) should involve feedback and participation from students. Students should of course participate also

in curriculum construction and goals. As it is students only feedback appears to be the grade at the end of the month. This is hardly aimed at increasing the students' self confidence.

Not only should the student participate in developing his assessed level and goals but a first grade teacher might ask a handicapped student how that student would teach a certain subject.

Students face the same problems that teachers do and face them in the same classroom but they see them from a completely different point of view. Teachers cannot not afford to avoid their advice but should seek it actively. This is in contrast to consultants in psychology,in management, in teaching machines, in a computerization or even in the writing of handbooks.

With regard to agencies and references to be contacted for learning tasks or for employment the teacher could encourage the student to contact the reference while the teacher only offers guidance and assistance. Thus the student could learn not only self help but how to help other handicapped students.

The committee felt that there would be some benefit in making a separate chapter on communication as a sort of appendix which would apply to all handicapps and perhaps to all teaching since teaching the handicaps is merely the application of excellent teaching principles. For instance, every should be taught to be a good notetaker as if taking the notes to help out a handicapped student. Basic listening skills apply to both students and teachers. Looking at the person to whom you are talking applies even between blind people much less between a teacher and a blind person.

It should be mentioned that all handicapped students can get library services which were originally set up for the blind and are usually"advertised" under the title of blind resources such as talking books etc.

The handbook impressed the committee as usually assuming that the handicapped person would stay at home or if skilled enough would work at a factory job. Actually the teacher in the classroom should know how to teach the handicapped students to use the telephone, the bus, maps for the blind, how to get along with the spouses, roommates, fellow workers, and how to live in groups outside

the family - the classroom is such a group. The class should deal with members who will go to a sheltered workshop - remembering that many start there even if they don't always stay in such workshops. Furthermore students can learn to share talents across handicaps.

Teachers and students can work out deals with activities in the community where handicapped persons can do volunteer or part time work.

The article on employment inserted into chapter four does deal with some of these things but leaves out the items mentioned above.

Again, such an article on employment should either be repeated in every chapter or placed in an appendix and referred to by every chapter. The algorithms or the modification process models such as the one on page 5 should be inserted into each chapter once or else should be left out all together. In general they are out of context.

The committee felt that items which would not fit into the parallelisms among all the chapters should be thrown in as special ideas at the end of each chapter.

The committee felt that most of the data in this handbook could be found scattered through many other federal publications. This book needs to present a codified, concise, organized book which is more vividly presented than other federal publications and more easy to find particular data consentrated in one place upon one subject.

The committee felt that teachers would be irritated by the handbook's very frequent attempt to avoid specifying grammatical gender by using such phrases as "he/she" or "his or hers". The committee suggested the use of "they" as a neutral pronoun for all genders, numbers and persons. It may be that such usage would push English too rapidly toward the achievements of the more anciently urbane languages such as Japanese and Chinese which have eliminated grammatical person, number and gender. If this is so then the handbook might avoid irritating the old conservative demons of English grammar and the modern demons of sexual politics but simply rearranging its language so that none of these devices are necessary. The language of this report attempts to do just that. Hopefully the report avoids both demons and does not use "he/she"

"they", or any other such device.

This is the end of the general comments on the handbook. What follows is specific comments on each particularly chapter. ~~This will be put on the~~

~~This is the sendo~~

This part concerns itself with comments on individual chapters of the handbook.

The introduction on how to use the book is useful but probably should also tell what the difficulties are which make the problem of curricula for the handicapped a national problem. It should also explain how this book will help the teacher on the job - showing the organizational structure and what each chapter entails. This data should be in outline form.

One problem which seems to find no place in the book and perhaps could go into an introduction is the fact that in elementary school the curriculum tends to be play and is not preparation for high school or for difficult intellectual work for which most of the students are capable. The students complain of the frightful transition between the play of elementary school and the work of high school.

Chapter one. The outline for this chapter looksvery good, but perhaps somewhere a page in transportation could be addressed - even transportation between classrooms. For instance for blind people there must be some indication as to where the doorways are.

Chapter two. (LD) On page 15 the list of characteristics don't differentiate LD from other handicaps. These characteristics should present a consistent standard definition especially from the point of view of the student. The teachers are going to look for this list since it is one of the few lists in the book. The teacher may thus label an impulsive child as LD rather than bored because bright or deaf or mentally ill etc. The pessimism on page 16 should be avoided.Instead of emphasising that LD problems cannot change it is better th emphasize what can be done and how different LD persons are and how specific their disability and therefore how it need not interfere with very much of the persons' life if handled correctly. Some real program examples of managing LD education (eg. page 23) could give the teacher some idea of how LD children can be taught.

Chapter three. (emotional disturbance) The definition on page 26 is good, but it should be followed by C (behaviors exemplifying emotional disturbance) rather than B (tour of four vocational classes).

Much of the language in this chapter - as in other chapters - is to abstract. For instance on page 32: "over inclusion of inappropriate ideas into a concept". The inappropriate abstraction of some of the language in the handbook may be an example of the very inappropriateness we complain about in certain emotional disturbances. It is better to give concrete examples.

Section D on communication skills (page 38) is well done. Possibly a fourth example could be added at the bottom of page 38 indicating that the student may be testing the limits of the teachers' tolerance. The student may be saying to himself "will you react to my meanness in the way my parents do. I'll be bitterly reassured if you'll go ahead and reject me. So I'll try and make you reject me."

On page 57 the program example should be left out or put into an appendix. It should be kept separate from the good presentation of contingency management here because it doesn't follow along and its methodology tends to distract from the specificity and clarity of sequence in the earlier writing.

On page 34 there is contradiction in that it says the first step is to understand the students' situation but halfway down the page the first step is for the teacher to come to terms with the teachers own values and expectations. This chapter probably should have one section on students' problems and a second section on the teachers' problems clearly labeled and separately treated. Some of the emotional disturbances described (page 30) could really be seen as interpersonal disturbances between student and teacher. If a disturbing quality is evident the teacher should try and find the cause and the first place to look is for a cause existing between student and teacher.

Chapter four. (retarded students) The term developmentally disabled students is preferable to retarded students. At the beginning of this chapter therefore one should insert the American Association of Mental Deficiencies definition of developmental disabilities. The use of the term mental retardation may make the handbook old before its time. This chapter is too simplistic because it

describes "MR" persons as of a simple kind without the tremendous variety that exists among them. The chapter deals almost entirely with a borderline or mild impairment. The vision and hearing chapters are much better than this one in their ability to deal with the range of problems. Of course the range of problems and characteristics from profound to mild retardation are vaster than the problem due simply to deafness.

This chapter would benefit by having developmental sequencing so that a child may be taught at the particular developmental position the child occupies. A child with a chronological age of 16 and a developmental age of 2 should probably not be taught how to tie shoestrings. The attempt at such teaching will apply that the student is stupid when the child fails. If a child cannot be taught to button a shirt, for instance, then velcro fastening should be used - at least until the child can be brought to a more advanced level.

The examples in chapter four tend to concern only mild impairment - impairment which today would no longer be called retardation. Examples at lower developmental levels should be used and should be linked with what its like to be mentally retarded (page 66).

Part Two of Chapter four on Task Analysis instruction technique applied to all students. This general material should be separated out and put into an appendix. Operational techniques should not be mixed without telling the teacher how different they are. Task analysis for instance is the opposite of total task approach. Matching samples is different from forward and backward chaining. Furthermore the student should be trained how to get retraining and where to get that training. It should not be assumed that once a student is trained that training should last forever.

The material from page 100 - 146 should be shortened alot. Book binding technique is inserted between small engine techniques. These sort of techniques can be obtained if the teacher will write to the Educational Resources Information Center in Washington.

At page 147 there is alot of good material on job seeking, but this also applies to all students. Assume items in the job seeking mentioned however in modern hiring practices. For instance there can be no questions about hobbies since they are not job related.

The techniques of Nathan Azrin in obtaining employment might be recounted as well as some of the material in the book What Color is Your Parachute. Teachers can develop placement situations for students as volunteers or work study placements or part time work. Work study coordinators however often avoid the handicapped and thus the special education teacher will have to interfere or the teacher may have to do it all. Remember that the average counselor in the department of Vocational Rehabilitation usually knows only what has been used in the past and in the counselors locality. The counselor has no ingenuity nor innovative enthusiasm.

Chapter five (visual impairment). This chapter has very good material, but it should follow the parallel format of other chapters. Here examples precede definitions. This chapter gives resources at the end of the chapter. Other chapters should do that also. This chapter however did not mention the regional and district libraries of books for the blind which are useful of course for other handicapped people. The New York Recording Library for the Blind is the only one which puts out a complete catalog and it might be mentioned. Some general points might be mentioned in this chapter which belong also in an appendix. For instance, tape recording can be underlined by using index tones. Also it is not necessary to whisper into tape recorders (as mentioned in another chapter) because court reporters masks can be used. These masks fit tightly over the mouth and channel the voice explicitly into the microphone. The chapter should say that these are some of the things available but it should not say that anything will never be available. We should remember that microwave ovens can now announce verbally that the food is now done. Other oral readouts are possible today.

Chapter six.(hearing impairment) This is an excellent chapter, probably the best in the book. A great deal of it is general however and common to all handicaps. The part on the technique of pruning should be omitted, but reference sources should be added at the end of the chapter similar at the end of the chapter on visual impairment.

Chapter seven (physically handicapped). This chapter has good descriptive examples though not so good as the chapters on hearing and visual impairment. There are good examples of modifying work sites and teaching by means of jigs etc. but more could be used (page 289 - 290). The whole idea of modifying the work site and the methods of work should be expanded to a whole section. Here it seems ~~as~~ an after thought.

Concentration, as usual in vocational problems, is upon production work. The handicapped should be encouraged and trained to work in service areas more than they are. Remember that over half the work force is in the service area and is increasing. Production labor is decreasing.

Transportation needs should be emphasized not just architectural needs. But even the architectural problems do not seem to have been written by a blind person. They are not extensive enough.

Easter Seals can show how to get clothes modified. Epilepsy Foundation gives identification necklaces and bracelets free to the handicapped.

Chapter eight. (formal and informal assessment) Assessment techniques could be put at the end of each chapter and could include methods of how that chapters specific handicaps work is assessed. As mentioned earlier, algorithms and flow diagrams could be put in an appendix at the end of the handbook. There presentation in certain chapters which deal with specific handicaps seems somewhat out of place. Such diagrams are usually used as a model to keep the reader onto the logical flow of the way the book or chapter is organized, but here they seem to be just thrown in as another way to do the work. Chapter eight does not itself flow along the way the flow chart does on page 298. If general assessment ideas and problems are inserted in each chapter and to them are added the specific assessment techniques and instruments for that particular chapters disability then there would be no need for a separate chapter on assessment.

Chapter nine seems to be an adequate set of notes for constructing a chapter on some models of service delivery. Hopefully the abstract language of these notes will be turned into simple concrete language with specific examples illustrating each step.

Chapter ten. (working with others) This chapters material could be incorporate into each chapter. It should include working with the community at large, with business people, with church people, etc. as well as with agencies and peer professionals. Any discussion of employment should discuss "how to keep a job" not merely "how to get a job". When information is given on current practices and techniques which brings teachers up to the current state of the art,

information should also be given on how the teacher may continue to obtain information in order to remain current.

The committee thought that a subject index to the handbook would be valuable. Under the subject of grooming for instance one could find grooming for the blind, the deaf and so on for each chapter.

Consultant Activities

Five consultants were selected to provide an indepth view of the needs and solutions to the needs of handicapped students. A two list choice of questions was given to the consultants for their response. List number one was optional according to the consultants expertise. List two was mandatory for all consultants. This process provided project staff with a base of knowledge on the "State of the Art" as viewed from various individuals around the nation. Many leads on where to obtain other information were also derived from this process. On the following pages are lists one and two and an example of consultant feedback.

Consultant List Number One

Please select the questions or parts of questions to which you wish to respond from the list below and develop your written response. Your response should be completed and returned to us by October 5, 1979. Be as specific as possible and identify the handicapping condition or conditions when appropriate.

1. Please describe successful techniques or modifications in the following areas related to the vocational education of handicapped students.

    A. curriculum modification
    B. curriculum sequencing
    C. teaching techniques
    D. class management
    E. grading
    F. teaching materials
    G. evaluation and assessment
    H. other

2. Please identify successful modifications or techniques in the following support service areas for handicapped students.

    A. tutoring
    B. counseling
    C. remedial help in math, reading
    D. Resource Room Help
    E. Prevocational services
    F. other

3. Please describe successful modifications or techniques which work in the following organizational areas related to the vocational education of handicapped students.

    A. administrators role
    B. Inservice education
    C. Interstaff communication
    D. Working with Agencies outside the school
    E. Employer information and communication
    F. Placement of handicapped students
    G. other

Consultant List Number Two

Please provide information on each of the following questions or areas:

1. What are the most critical needs which must be met in providing vocational education to handicapped students?

2. Would you briefly outline the solutions or methods of meeting the above needs.

3. What do you feel is the key to teaching handicapped students? Please state the handicapping condition or conditions which you are talking about.

4. Please list persons in your state (school, area, etc.) who are successful in providing vocational education to handicapped students.

5. Could you suggest any written or AV material that you have found to be outstanding for use in the vocational education of handicapped students? This may be materials for teacher or student use.

Gerard J. Bensberg
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List Number One

1A. Curriculum Modification

One of the major problems we have found in the programs studied is regidity on the part of the voc ed instructors. They have certain standards set for a particular vocational area and want all students to meet these standards. In some cases this is related to acceptable standards in the field...i.e. a certified machinist is expected to perform the following... In other cases, the instructor feels his reputation is on the line and if he is turning out graduates who do not have the skills associated with a particular vocation, he feels he is violating the trust of the employer.

A general recommendation would be to develop a flexible approach to curriculum modification for all special needs students. One should guard against the tendency to "water down" the curriculum and not have high expectations for the handicapped. In many cases, the only differen between the handicapped and non-handicapped is the time required to master certain skills. Once they have been learned, they are retained and performed as well as by the normal.

Obviously, there are handicapped students who cannot meet the norm and successfully complete a difficult course such as mechanical drawing because of the nature of their physical or mental handicaps. In such cases, one has two choices. One would be to assist the student in selected a vocation more in keeping with his abilities or changing the standards to set different goals or outcomes.

One of the common weaknesses of vocational education programs in public schools is the lack of a close relationship between the voc ed instructior and the employer. This results is a static curriculum which quickly gets out of date and may not take advantage of new equipme job functions, or newly developed jobs. This can be prevented if the voc ed instructor involves the employer in his or her curriculum plannin so that the content will not only be appropriate but the student will not have to generalize to new techniques, equipment, or job functions. The second value of such a relationship is that the voc ed instructor can get ideas for job restructuring or job development which would be appropriate for particular students. For example, a physically handicap student may not have the stamina or hand use to work on an assembly line to perform the various operations required. However, he may have the intelligence and visual capacity to be a checker to make sure that the product meets the quality standards or that all of the operations have been performed as the product(s) are being packaged. Similarly, a retarded student may not have the mental capacity to handle a complex job which requires a high level of conceptual ability but could perform sub-parts of a task which may free other employees to perform other parts. I have seen examples in industry where two or more handicapped have been teamed together to supplement or augment each other's skills

and deficits. Such a close working relationship with the employer enhances the likelihood of employment of the student if the employer was involved from the beginning in the planning.

In curriculum modification, an approach of setting behavioral objectives which specify the particular skills or knowledge to be acquired and the level of performance which is acceptable, removes a lot of the subjective elements from the curriculum.

1B. Curriculum Sequencing

Ordinarily, in general education, one proceeds from theory to application...from the overall picture to the specifics. With the handicapped particularly the mentally retarded and learning disabilities, one has to start with the specific and seek to move to the general. Although an instructor might continue to include the "why" something is done a particular way, he is apt to stress quality and speed of work much more From the beginning, emphasis is placed on "hands on" experience and application rather than presenting information in the abstract and using a didactic approach which may work with the regular student.

Most manual tasks have a sequence of operations which naturally follow one another from the beginning to the end. If the number of operations is small and there is no natural intermediate steps, all of the operations may be taught together by guiding the student through all of the steps over and over again until they are mastered. If the task is complex, with many parts or if there are natural sub-parts to the task, it is generally better to teach the sub parts and then teach all of the parts put together. In a behavioral approach to education, this is referred to as chaining. With the severely retarded, it seems to work best to teach in reverse or backward chaining. If one were teaching a severely retarded student to assemble a bicycle brake, the instructor could begin with the last step before completing the brake.

In curriculum planning, the instructor has to set priorities in deciding upon course content. A particular vocational area might have minimum skills and knowledge required which all students regardless of handicap might learn. A middle level of objectives might apply to the majority of the class, and a few students might reach a high level of objectives. The value to doing a task analysis of an occupational area is that it assists the instructor in sequencing the course content and in setting priorities in the course.

1C. Teaching Techniques

All handicapped students have experienced failure and frustration in the school setting. Both the mentally handicapped and physically handicapped have experience some failure in social situations because of rejection by other students and being unable to participate equally in many activities. Similarly, they are likely to have experience failure in being able to compete in academic activities because of the lack of cognitive ability of physical ability to perform some of the expected classroom activities. Hence, when a handicapped student enter a voc ed class, the instructor begins with a student who has a low self concept, a low frustration tolerance, and a low motivational level

Bensberg... 1C continued...

This requires ingenuity on the part of the instructor to reach out to the handicapped student and to seek to pull him back into the mainstream of classroom activities. The value of assessment (to be discussed later) is that it enables the instructor to begin where the student is in terms of readiness in that particular course and to design activities which will give him success and increase his motivation.

Danford, Jan(Multiple Learning Strategies Project, Final Report. Mason, Michigan, Ingham Intermediate School District, Capitol Area Career Center, ED158076, May 31, 1978) reviewed the literature and polled her vocational instructors and concluded the following:

Regular Vocational Students:

females are better readers than listeners...
males are better listeners than readers...
the students have a reading level 2.6 grades below their present grade...
they have a hard time expressing their thoughts in writing...
they have a hard time transfering learning to new situations...
they can show you how to do something easier than telling you how...
they have been rated as being more attentive than their academic peers...
they need to learn step-by-step with practice at the end and at check points throughout the learning...
they perceive themselves as being lower in academic ability but equal in vocational ability as compared with academic students...
they tend to feel more positive about training in a separate center than in a comprehensive high school...
they tend to have fewer contacts with guidance counselors for courses or job planning than other groups
they tend to do well with individualized instruction...

Educable Mentally Retarded Students:

they have low vocabulary rate and poor verbal expressive skills...
they have sequencing problems...
they follow one directive as well as normal students but become confused if 2-3 directives are given at the same time...
their reading and math skills are closer to their mental age than their chronological age...
they have a short attention span...
they are motorically deficient...
they have trouble accepting criticism...
they learn more readily with praise and rewards...

Visually Impaired:

their listening comprehnsion is best at around 175 words per minute... but this is not significantly decreased at 225-275 words per minute
they average reading at 120 words per minute (large type)...
their IQ is usually in the average range...
they are highly distractible with auditory stimulae...
glare is particularly bothersome, some 25% are sensitive to light
they all judge space and distance through hearing
they have a strong behavioral reaction to stress(usually shortening of steps, stiffning of limbs)...

1D. Class Management

Although many educators are opposed to a "behaviorally engineered classroom" because it appears to be mechanistic and to take the human relations aspect out of classroom management, at least some of the techniques have application to any class...handicapped or regular. Some of the techniques used are:

1. Set short-term and long-term goals which are behaviorally defined, and let the students know what the goals are. This should include, not only the skills are knowledge goals but the social behavior which is expected by the instructor. Using a reinforcement principle of reward for meeting the standards and punishment for failure has been shown to be particularly effective with all handicapped. The retarded in particular, usually are more responsive to pleasing the instructor than getting satisfaction out of completing a task successfully.

2. Initially, set the goals so that they can be reached quickly and with a minimum of effort. Gradually stretch these so that students are required to exert more effort and to delay gratification.

3. The severely handicapped or severely retarded student or the student with severe emotional-behavioral problems with initially require a great deal of individual attention. It may be required to have a one-to-one relationship between an instructor or aide and the handicapped student. During this initial phase, the instructor may be teaching foundation skills but will be working on social skills and learning skills such as stretching attention span. Ideally, if an instructor is adding a number of severely handi- students to a classroom, they should be added one-at-a-time or have the instructor start with a few students and gradually enlarge the class as the students become better adjusted.

4. Use of both individual and group reward techniques is most effective Having each student keep a personal record to set goals and chart progress increases motivation. Setting group goals or class goals with a group reward such as a field trip brings better individual classroom behavior through group pressure. Use of visual posters and charts on a bulletin board are another reinforcing tactic.

1E. Grading

I don't have any particular suggestions here except that I prefer to give the student feedback on his own personal progress rather than being compared to a national or class norm. However, there seems to be mounting pressure on public schools to use standardized tests of progress at least in the basic tool subjects. If there is a certification or licensure for certain occupations, obviously a student should meet those requirements to enable the school to maintain its credibility.

1F. Teaching Materials

In recent years, there has been a mushrooming of curricula and training materials in the broader area of career education. Most of these materials relate to consumer education and orientation to careers or occupational information. One of the biggest publisher of this kind of material for student use of the Changing Times Education Service, 180 East Sixth Street, St. Paul, Minnesota 555101.

Most of the material on vocational education of the handicapped is oriented toward the teacher and consists of course outlines, activities, teaching strategies and resources for films, materials, etc. One publication which I have found most helpful for the physically handicapped is:

Foster, J.C., Szoke, C.O., Kapisovsky, P.M., and Kriger, L.S., Guidance, Counseling, and Support Services for High School Students with Physical Disabilities. Cambridge, MA 02138, 44 Brattle Street, Technica Education Research Centers, Inc. 1977

There are two, recently developed, curricula for the mentally retarded. One is: Brolin, D.E., Life Centered Career Education: A Competency Based Approach, Reston, VA 22091, 1920 Association Drive, The Council for Exceptional Children, 1978. A more general curriculum for k-12 is the Social Learning Curriculum by Herb Goldstein and associates. I don't have the name of the publisher but he is a Professor of Special Education at New York University.

The Career Training Center, Kern High School District, Bakersfield, CA 93306, has developed a series of course outlines for various occupations particularly suitable for the mild and moderately retarded.

In a survey of the literature, I found a number of curriculum guides and resource materials for vocational education of the handicapped. The Eric number and handicapped covered are as follows:

ED010917- Educable Mentally Retarded
ED 145206- Educable Mentally Retarded (Industrial Arts)
ED142772-Educable Mentally Retarded and Disadvantaged
ED014172-Educable Mentally Retarded
ED011421-Educable Mentally Retarded
ED158105 and ED158076-Educable Mentally Retarded, Visually impaired, and low reading achievers
ED132418-Special Needs Students (employment orientation laundry, hopitality, serving foods, and beauty culture

Bensberg, 1F continued...

ED127457- Secondary Educable Mentally Retarded
ED119413- Special Needs Students (home management)
ED118889- Special Needs and Disadvantaged (world of work)
ED110750-Deaf
ED136495-Special Needs Students(liesure occupations)
ED140064-Special Needs Students(food service, language and reading)

1G- Evaluation and Assessment:

To date, various ability tests, interest tests, and work samples, have not proved to be very helpful in either assisting a student to decide upon a vocation or predict his success in a specific vocation. There seems to be a growing number of programs which are developing their own check lists of competencies. Don Brolin's curriculum has 22 competency areas which are further broken down into specific skills. He has developed a check list or evaluation form which specifies level of performance. The student is evaluated regularly and as he demonstrates certain competencies, the training moves up to the next level until he learns these skills. The more specific the course objectives can be, the better able the instructor to decide upon instructional content and to identify jobs suitable for each student.

2A. Tutoring:

Many vocational education programs utilize a resource room teacher to teach related content such as the vocabulary and math related to a specific occupational area. In some cases a special education teacher is placed in the voc ed classroom and assists the voc ed teacher with the educational program.

If handeled correctly, using students to tutor the handicapped students works quite well. Some schools have been able to recruit volunteer older students to tutor younger students. In other cases, physically handicapped students can tutor the mentally retarded and the mentally retarded assist the physically handicapped with the work activities. Some schools have recruited parents to volunteer for tutoring. Parents of handicapped are anxious to help and can tutor someone else's handicapped child

The more specific the instructor can be in providing the tutor with goals, objectives, teaching activities, and materials, the more effective the tutoring. Some instructors have prepared daily lesson plans which come complete with detailed instruction on how to walk a student through a particular lesson. The teacher identifies the need of each student and has the tutor check out the instructional materials.

2B. Counseling:

Ordinarily, counseling with the physically handicapped would not differ from that of a regular student. The greatest need is to arrange classroom activities in such a way that the handicapped student is able to interact with regular students and form friendships and have a successful social experience. Vocational counseling often focuses upon giving the physically handicapped an opportunity for job tryouts of various kinds in order that they get a realistic picture of their strengths and weaknesses and nature of various occupations. Some have been overprotected by parents and siblings and have a low expectancy level or are afraid

afraid to try certa[illegible]ctivities or occupat[illegible]s.

The mentally retarded do not typically respond to the typical verbal psychotherapy or non-directive counseling approach. They are apt to be much more verbal and relaxed in a work setting. During those periods when they are busy with their hands, it seems they don't feel threatened to discuss personal topics such as social relationships, job ambitions, etc. The instructor can use a building project, not only to teach work skills, but also to interact with the student to help him acquire interpersonal skills and to set life goals.

Use of pscho-drama has been found useful with the handicapped. A problem is posed and students take various roles and act out a solution to the problem. The solution is then discussed by the class to decide upon the strengths and weakness of the solution shown. Making video tapes of these dramas as a way of permitting the students seeing themselves is quite helpful.

2C. Remedial Help in Math, Reading:

To teach basic skills, I prefer a very structured and programmed approach. A behavior modification program can be set up and a contract written with the student to help him set goals and to stay on target by meeting these goals regularly and being positively reinforced. With programmed materials, other students, volunteers, or parents and siblings can monitor the remedial help.

For reading, I like the Programmed Reading Program published by the Webster Division, McGraw-Hill Book Company, St Louis. An assessment test is available to determine the present level of student functioning, to help the teacher decide what book to begin with in the remedial program.

For math, I have used the Programmed Math Program developed by Sullivan and associates and published by the Webster Division of McGraw Hill. It too is sequenced and has a test to determine entry level.

Correlated with these activities, the person responsible for remediation can get the math operations and vocabulary used in a particular voc ed class and work these skills into the general tutoring.

2D. Resource Room Help:

I have nothing specific to offer here other than what has been mentioned above. Clearly, the resource room teacher needs to know what is going on in voc ed, what skills in reading, math and related information is needed by the student so that they can be covered while the student is in a resource room.

2E. Prevocational Services:

Frequently, a world of work class is used to introduce a handicapped student to various occupations and to assist him is making a decision regarding the vocational area he might want to pursue. At the same time this occupational information is being given, general work skills and concepts are taught such as promptness, completing a task, etc. It is also most important that the handicapped student learn other skills and information about community living, budgeting, consumer information, etc. This is one advantaged of follow-

ing the career education model which takes a broad view of careers and is expected to be taught in k-12. Much of the foundation and related skills can be taught in other classes so that more time is available to the voc ed teacher to focus specifically on skills associated with the occupational area.

3A. Administrators Role:

Clearly, the success of adapting voc ed classes to include the handicapped depends upon the support and enthusiasm given by the supervisor of vocational education. He needs to become generally knowledgeable about the needs of the handicapped and ways in which voc ed programs can be adapted to meet those needs. He frequently plays the role of mediator between voc ed and special ed to help avoid conflicts and to promote good communication between these two groups as well as with regular education. He or she must sell the program to the superintendent and school board in order that the program receives space, materials, staff, etc. Typically, this person also gets involved in writing special project grants for demonstration programs or program expansion.

The voc ed supervisor is often the person who opens doors with business, industry, agencies and agriculture. Once they become aware of the program and how it operates, individual teachers can then work with specific community programs.

3B. Inservice Education:

If the voc ed teacher is to serve the handicapped, then they should be prepared to meet their needs. This can only be done through inservice training and the provision of appropriate support services and consultants. Many inservice training programs fail because they are largely didactic in nature. The voc ed teacher needs to have an opportunity to work directly with various handicapped students in a non-threatening situation where appropriate resources are available to help. Such activities as bringing a special education teacher into the voc ed class, or having the voc ed teacher work with a special ed teacher in a segregated class might be one way of achieving this. Having the voc ed teacher observe handicapped who are employed and successful is also one way of helping him or her to raise their expectations and to see the potential of the handicapped for employment.

3C. Interstaff Communication:

The development of the individual education plan should serve as a strong communication vehicle. Most handicapped students have a variety of needs which require various school and non-school personnel to become involved in meeting each student's needs. I like the notion of each student having a program coordinator to be responsible for communicating with teachers, support personnel and outside agencies so that his progra always remains current, everyone pulls in the same direction, and there is no gap in his program. Rather than having a single coordinator serving all students, I prefer to have the assignment based on the student's greatest need.

3D. Working With Agencies Outside The School:

This is one of the most vital aspects which can contribute to the success of any vocational education program for the handicapped. The community advisory committee can be a start to building a relationship with business and industry. I believe the committee should be heavily weighted toward individuals with power and prestige in the community who could help the voc ed program utilize various firms and agencies for on-the-job training and ultimate job placement.

Giving cooperative firms and individuals lots of strokes such as TV and newspaper coverage, "business of the year" awards, and other forms of PR is helpful.

Community agencies serving the handicapped such as workshops, vocational rehabilitation, mental retardation, etc. can augment the resources of the school. In some communities a feeling of distrust has developed, particularly between the VR agency and the school. However, both agencies should be committed to developing vocational competency and to job placement. If the administrators are committed to cooperation, this mistrust can be broken down. Interagency agreements are helpful but it is the relationship at the staff level that will make or break cooperative relationships.

3E. Employer Information and Communication:

Nothing to add here except the obvious...there has to be a public education program to gain entry into firms and agencies. Presentations to civic clubs, church groups, etc. may lay the groundwork but it is the one-on-one contacts that open doors.

3F. Placement of Handicapped Students:

The difficult period for the handicapped student as well as the employer is during the initial period of placement. An effective program in Richmond, VA which seeks to place the severely handicapped, has personnel who accompany the handicapped student during the initial work period. This provides close superivision of the student and helps him to become oriented to the job, other workers, and to correct any inappropriate behavior which might cause him to "blow it." Gradually, this supervision is withdrawn and others in the organization take over.

In job development, it is important to choose a good prospective worker for the first placement in a business or industry. If the employer has had a positve experience, he is more likely to try others and will be more tolerant of difficult students.

The employer should be oriented as to his role in training, supervising, and evaluating students. As much as possible, he should be included in the planning and his opinion sought as to how the on campus training might be improved.

LIST NUMBER TWO

2.1. What are Most Critical Needs?

Unfortunately, most schools have not laid a good foundation in elementary and middle school programs to prepare the handicapped for employment. Consequently, the voc ed program frequently has to start with very basic work related skills such as work tolerance, assuming responsibility, etc. It is hoped that the current movement toward career education which would be provided in all classes k-12 will ease the burden on the voc ed instructor in this regard. He can help bring this about by selling the administrators and teachers on the need for planning and incorporating career related content in the k-12 curriculum.

Many students do not take seriously the need for vocational preparation. This is frequently fostered by voc ed instructors, employers, and parents who seem to foster an attitude of tolerating or pitying the handicapped person and not expecting a high level of performance from him. This is particularly true in settings such as an activity center or sheltered workshop where the work hours are short there are frequent periods with lack of work, and almost any excuse is sufficient to send the student home or out on a picnic. Students who graduate from such a program are not likely to be successful when placed in a job which requires long hours, high energy output and quality production.

2.2. Solutions to Meeting Critical Needs?

The vocational education program needs to be an integral part of the overall educational curriculum. One cannot expect a voc ed instructor to adequately prepare a handicapped student for employment in a one or two year course. In addition to the notion advanced above, that many work related behaviors should be taught from the kindergarten level through the school period, at the secondary level, the voc ed program needs to be correlated with special education and regular education.

The voc ed instructor should set specific short and long range goals for each student. In addition to the work skills and knowledge to be taught, target behaviors should be specified for each student which will not only be the responsibility of the voc ed teacher to teach but other teachers, employers, and parents as well. This might include such things as inappropriate language or childish behavior, work tolerance, dress, or personal hygiene.

In the 10 exemplary programs which we studied as part of our project, I was most disappointed that none of the programs had significant parent involvement. In regular education there may not be a need for such involvement. However, if one is going to correct

inappropriate behaviors and teach new skills, getting the parents to follow through with in-school endeavors is essential. This does take time and with many parents working, some of this may have to be done at night. Hence, some kind of release time or additional personnel may be required.

Obviously, if the range of abilities and handicaps in a mainstreamed vocational education class are broad, sufficient manpower needs to be provided to help meet those needs. A single teach with a class of 30, cannot be effective in meeting the needs of the regular students along with five or so severely handicapped students. Programmed materials, volunteers, peer tutors, etc. are helpful but not sufficient.

2.3. Key to Teaching Handicapped Students?

The mentally retarded, learning disabled, and many of the physically handicapped such as the cerebral palsied and deaf, seem to respond best to a very structured educational program. Educational approaches which are theoretical in nature, which assume a lot of incidental learning, and which depend upon the student's natural inquisitiveness, are not likely to be successful. Because of the handicapped student's past failures and frustration, an external motivational system is generally required to obtain maximum learning. If the instructor has definite and behaviorally defined short and long range goals in mind for the student, it is easier to do a task analysis on the specific skills and knowledge required to meet these goals and to implement a structured educational program.

The second key is the individualized program. The handicapped vary as much from one another as any two randomly selected students and require different instructional content and methods. In order to plan the individualized educational program, an evaluation of the student's present level of functioning is required. Most standardized tests such as IQ tests have not been found to be helpful in educational planning. However, there are a number of criterion referenced scales on the market and teachers can preparet their own which can be used to assess student's and to plan their educational program. Many work related skills or generic in nature such as courtesy, hygiene, punctuality, etc. These can be planned across classes and settings. Other specific work skills which are necessary for a particular vocation, can be focused upon in the voc ed class and in the lab and work setting.

2.4. Persons in 10 Exemplary Vocational Education Programs.

Houma

Richard T. Bascle, Program Director
Terrebone Vocational Rehabilitation Center
#3 Sayre Road
Houma, Louisiana 70360
(504) 868-0751

Special School Dist. of St. Louis

Dr. John Andrews
Special School District of St. Louis County
12110 Clayton Road
Town and Country, Missouri 63131

Bakersfield

John Penner
Career Training Center
610 Ansol Lane
Bakersfield, CA 93306
(805) 366-4401

Salt Lake City

Drew Petersen, Jr., Director
2530 South 5th East
Salt Lake City, Utah 84106
(801) 487-0377

Manchester CT

Mr. Norman Fendell, Director
Regional Occupational Training Center
665 Wetherell St.
Manchester, CT 06040
(203) 647-3495

Grand Rapids, MI

Mr. Fount G. Warren, Director
Kent Occupational High School
Kent Intermediate School District
2650 E. Beltline, S.E.
Grand Rapids, MI 49506

Cleveland, OH

Dr. Robert G. Keim, Director
Work-Study and Special Needs
Vocational Programs
Cleveland Board of Education
1380 E. 6th St., Room 600 N.
Cleveland, OH 44114
(216) 696-2929, x 387

LaGrange, IL

Mr. Don Minor
Pre-Vocational Supervisor
C. Lewis Martin Center
1301 W. Cossitt Ave.
LaGrange, IL 60525
(312) 354-5730

Bensberg continued...

2.5. Written or AV material in Voc Ed.

I made several suggestions in answer to question 1-F on page five. I am currently writing a chapter on vocational assessment and one of curriculum planning for the handicapped which I will send you when a draft is ready.

National Dissemination Workshops

Project staff conducted four national dissemination workshops for members of State Education agency personnel in the areas of vocational and special education and guidance. The workshop dates were as follows:

May 1-2, 1980	Boston
May 5-6, 1980	Madison
May 8-9, 1980	Salt Lake
May 19-20, 1980	Atlanta

The workshops were well attended and the evaluations of the handbook and the workshops positive. A workshop agenda, list of participants and evaluations received from each workshop follow. A copy of a letter received from Clide D. Cassity, Special Needs Supervisor from the State Board for Vocational Education in North Dakota is included.

Boston

Agenda

Modifying Vocational Curricula For Handicapped Students

Thursday, May 1

11:00 - 12:00 Noon	Registration
12:00 - 1:00 p.m.	Lunch
1:00 - 1:40 p.m.	Opening Session Overview of Project Introduction to - "Puzzled About Educating Special Needs Students" - a Handbook on Modifying Vocational Curricula For Handicapped Students.
1:40 - 2:30 p.m.	Choice of Small Group Sessions 1. Learning, 2. Mental, 3. Emotional, 4. Hearing, or 5. Physical Disability area.
2:30 - 2:50 p.m.	Break
2:50 - 3:40 p.m.	Choice of Small Group Sessions 1. Informal assessment, 2. Formal assessment, 3. Models of Service Delivery, 4. Working With Others, or 5. Visual Impairments.
3:40 - 4:30 p.m.	Choice of Small Group Sessions 1. Learning, 2. Mental, 3. Emotional, 4. Hearing, or 5. Physical Disability areas.
6:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Conducting Local Workshops Developing State Dissemination Plans

Friday, May 2

7:15 - 8:10 a.m.	Continental Breakfast
8:10 - 9:00 a.m.	Choice of Small Group Sessions 1. Informal assessment, 2. Formal assessment, 3. Models of Service Delivery, 4. Working With Others, or 5. Visual Impairments
9:00 - 9:40 a.m.	Information and Resource Exchange
9:40 - 10:00 a.m.	Break
10:00 - 10:50 a.m.	Mechanics of Delivery and Implementation
10:50 - 11:40 a.m.	State Level Workshop Plans Closing Remarks and Conference Evaluation
12:00 - 1:00 p.m.	Lunch

Modifying Vocational Curricula for Handicapped Students

Wisconsin Vocational Studies Center

University of Wisconsin - Madison

Boston - Ramada Inn
May 1-2

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Modifying Vocational Curricula for Handicapped Students

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University of Wisconsin - Madison

Madison - Sheraton Inn
May 5-6

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Modifying Vocational Curricula for Handicapped Students

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Salt Lake City - Hotel Utah Motor Inn
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Modifying Vocational Curricula for Handicapped Students

Wisconsin Vocational Studies Center
University of Wisconsin - Madison

Atlanta, Georgia - Howard Johnson's-South
May 19-20

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Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 1 and 2, 1980

Boston, Massachusetts

The manual is well prepared. It will be a useful document in conducting inservice training. Overall the conference was excellent. The staff was well prepared & organized. The accomodations were good. I would attend another conference put on by Univ. of Wisconsin.

Warm friendly people; stuck to game plan; good facilities; people I met were great.

Would suggest master billings of rooms.

Review of manual should be more activity oriented.

More time for inter-state sharing around topic areas. e.g. assessment, programming, etc.

More emphasis of material exchange

Less listening interaction - more doing!

I found that, to me, the research that went into this document was extensive. I will be able to make good use of the lists of resources and resource materials. The information in the specific chapters will have to be adapted based on our own needs analyses prior to an inservice we offer.

In regard to the training sessions, although I am interested in this subject matter, seeing the essential el ments incorporated into the awarenesses of our "mainstreaming" personnel, I was the wrong person to be selected as inservice as a collatoral, but not my basic function.

I found the sessions to be eye-opening, informative and useful. Thanks for the invitation.

The conference has been very helpful to me because it provided me with new ideas and suggestions to Massachusetts education for the programs for the handicapped. I have gotten first hand information about programs in other states which is sometimes difficult to obtain. I think the manual will supply a wealth of information for future workshops in which I will be involved.

A very good workshop. I am going to share these materials with our teachers who work specifically with handicapped students. Also I will share these materials with our school administrators and encourage them to work on setting up a summer inservice program for the regular shop teachers.

The conference, without reservations, rendered valuable information. I was especially interested in informal and formal assessment. Those presentations were very adequately covered. Jo Ann Salin appeared exceedingly knowledgeable in the area of the physically handicapped. The personalities were also commendable.

The workshop materials are very good and will be useful to me in planning and implementing an Inservice Workshop.

The interest sessions were very informative. The interchange of ideas with other workshop participants was excellent.

I enjoyed the experience and learned alot from participating.

Well structured....Written in practical terms with emphasis on the realistic approach in lieu of the philosophical.

Can be used as an excellent resource by anyone working with handicapped.

A cross reference would be helpful.

Mini-sessions gradually became repititious. May be each session should be presented to entire group maybe in 30 minute segments.

Appreciate the opportunity of meeting with the staff and discussing commonalities with other participants.

Thanks - found the workshop informative and enjoyable.

Overall - Pleased with product and workshop. Felt AM session slow and loose. Personal biases need to be left behind by presenters. Look forward to having the product used during inservice programs this summer and fall.

I found the workshop materials to be extremely helpful in preparing future workshops for regular education vocational personnel who will be servicing students with handicapping conditions.

The workshop was very comprehensive and constructive. I appreciate seeing a group like yours so dedicated to organizing a nonpareil experience such as your workshop has been.

The workshop was very helpful to service providers in both special education, vocational education, counseling & guidance and career development. The target population in more appropriately on line staff and either of the mentioned fields and inservice providers.

The material reflect alot of hard work! I feel that it will be valuable in working with the vocational department in conjunction with special education.

Explanation of the material by the staff added a new dimension to the understanding of the documents.

The sessions were well planned with appropriate breaks and refreshments.

STATE BOARD FOR VOCATIONAL EDUCATION

STATE OFFICE BUILDING
900 EAST BOULEVARD AVENUE
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224-3178

May 14, 1980

Dr. Lloyd Tindall
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Dear Lloyd:

This letter is a commendation to you and your fine staff for the time and effort you have and are devoting to the area of vocational special needs.

The workshop in Madison was terrific. The content was excellent and the presenters were professional. I have the opportunity to attend many workshops across the nation and I will say the one in Madison is the best I have ever attended.

I have already shared the draft copy of the materials with my in-service people in North Dakota and am quite excited about the value they will add to the content and organization for in-service workshops.

Please extend my thanks to your staff.

Sincerely,

Clide D. Cassity

Clide D. Cassity, Supervisor
Special Needs

CDC/jh

Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 5 and 6, 1980

Madison, Wisconsin

good arrangements

nice facilities

professional presentors

well organized information and very well presented.

The information in the guide appears to be well organized and readable.

sessions began and ended on time

least valuable - evening session discussing implementation

most valuable - small group sessions

Handbook Users Guide will be an invaluable resource, I use a great deal of the material contained therein, however I never have it organized in such a useful manner.

Inservice staff and facility were accomodating and comfortable.

Thank you for your efforts

I believe the handbook represents the best compilation of resource ideas under one cover that I have come across. The way that one will use this will vary from LEA to LEA of course.

The workshop itself was well organized and allowed for both formal and informal exchange. The sharing among States was well presented.

Conference

Provided me with an excellent opportunity to be introduced to the area of Spec. Needs Voc. Programs. The interaction with new people is always enjoyable.

This was really an inservice to me as a new person in Sp. Ed./Voc. Ed. responsibility in SEA.

It is often worth while to gain the prospective of other SEA's problems, approaches to programming for special needs students.

Materials

Really too much to absorb at this point.

I would beinterested in future followup as to the effectiveness of the inservice efforts that have come out of this material. Maybe your final project evaluation.

Hats off to your presentors who tried very hard to stay on task with some difficulty.

Things I liked:
Time for sharing
Pace
Organization for the most part
Knowledgeable staff

Things that would have been helpful:
Room locations of small sessions on the agenda.
A little more time to look at the choices for small sessions before decision time.

Comments on workbooks:
I can't evalute fully because only know areas of small session topics apparently the quality depends on the authorship so can't make many general statements.

Main thing I liked
Its ability to be used other than for strictly Voc. Ed. programs
Its organization
Some of its chapters specificity and framework.

Don't like:
Some authorship not working form a readily apparent conceptual framework.

Good product

Good opportunity to react with peers in area of interest

I personally prefer an opportunity to eat the evening meal in one of the cities know eating places when out of town.

Enjoyed options within small groups for participation.

The workshop was well done - very informative

The handbook contains alot of valuable information which I intend to use. I need to be able to reserve some time to plan for implementation of this material.

Thank you.

Workshops beginning on Tuesday or later provide a less rushed atmosphere for participants to come the day before.

The handbook seems excellent because it contains more how-to-do and less theory.

The exchange of ideas and materials was well received allowing the participants an opportunity to present special and successful items from their state.

Small group sessions provided a necessary close contact.

Good facilities

Well organized workshop

A few of the small group sessions bombed but there were enough of the others that were really good - I especially liked the Emotionally Disturbed small group session.

The workbook is especially appropriate at this time for the how to information. I liked the sections that are tied into the different occupational areas.

I liked the relaxed atmosphere and the opportunity for informal discussion.

Thanks for your hard work and for sharing.

Scheduled times difficult to accommodate with air travel for too many of the participants (i.e., frequent departures & arrivals disruptive)

Too much of content presented not "new" information for participants nor was it presented in such a manner to make it specifically relevant to participant's roles.

Handbook & Users Manual look very good.

Was impressed & enthusiastic about the material presented. Book contains good format & usable material for in-service which is a priority in Indiana. I would be interested in an evaluation by those of us who implement the material in a year or so.

Thanks for inviting me - I look forward to working with you in the future

Enjoyed the presentations for the most part. Needed more info. on Formal Evaluation. Oh-Well. All in all a good conference.

I felt overall the handbook which was compiled was comprehensive and will provide assistance to both special & vocational educators.

At the evening meeting, the activity should have been more structured because of the group size being worked with; that is if a product was to be actually developed.

I learned from other participants & speakers, along with enjoying the conference.

I have not had an opportunity to read the handbook in its entirity however in the walk throughs given I have identified various strategies, informative items, etc. that will enable me & teacher educators in Iowa.

This workshop also provided an opportunity to share and find out what other STates are doing. There are so many neat & different ways of providing career/vocational experiences.

The walk throughs were quick and dirty (I mean it positively). I would of enjoyed more time to pick the facilitators minds but can appreciate why it wasn't done.

Facilities were O.K.

Well organized and flexible, comfortable physically and emotionally.

The presentors appeared informal and helpful.

Have not spent much time with the handbook yet but from the use made of it during the mini-session the book appears to be appropriate & well organized. I sincerely hope that we will be able to use it successfully due to the great need for successful modification.

As a resource instructor, the insight from various states was so beneficial. The handbook will be very useful in my situation.

I extremely benefited from the small group sessions. I would like to have seen a few more personnel in my area of teaching.

Overall the program was more than worthwhile.

Thank you for the opportunity to participate!

Very interesting and informative workshop.

Presentors were well prepared and gave a good delivery.

Materials are useful and will be presented to others who will lead future workshops.

Bibliography of materials was needed & appreciated.

Flexible schedule is always a necessity with lengthy workshops.

Two days very well spent!

The handbook will prove very resourceful as I work with Special Needs personnel.

It's a secure feeling to know that in self contained units one has the resources to work with a variety of special populations. I do find much of the information, however, is not new.

Conference - Too much tryed to be packed into too short a time. Liked the idea of small group choices.

Small group sessions valuable - vision, hearing.

Good balance between input & discussion

Goals & objectives should be clearer from onset.

The operation of the conference has been very efficient. Travel,housing & food accomodations are excellent. I am attending as an alternate with little understanding of what was expected of me. This has been a very pleasant learning experience for me. I hope (have contributed enough to make the conference productive to others. Your information and efforts are deeply appreciated.

The handbook & guide will be very helpful to all of us in Michigan. An Excellent Job!

Some of the staff were not prepared to deal with some of the issues raised.

Session leaders did not keep the group on task.

Very nice environment, excellent faciltiies.

Too much information presented in too short of a time.

Too much lectures.

Evening session was very poorly managed.

Handbook - Excellent resource for inservice and ideas for practical application; staff did an excellent job of researching the available materials.

Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 8 and 9, 1980

Salt Lake City, Utah

The location and facilities were very good. I liked the agenda although I did miss some small group topics - would have liked exposure to all. I can read those sections but I really appreciate the contact with the person who put the material together. The delivery strategies portion of the program was not as useful as the handbook content sessions. The problem was not the quality of the presentation but that I feel we need some new approaches to deal with the inservice problems faced. The approaches discussed have been used (including multiplier approaches) without great success. Your handbook materials are good (very good) and we have some local information we'd like to disseminate but we don't have workable vehicles to do it.

During the workshop I've looked at bits of the handbook & user's guide. I think they are very good but could comment better later. I am going to share these with Oregon State Univ. inservice/preservice staff when I get back. You could call us later if you like. Jim Jacobs 503/588-5330.

Workshop was good. The meals were informal and tasty. Individual choice prevailed at selection time for small groups. We could pick 2 of 5 small groups so did not have to attend those with low priority. Presentors had fast paced pitch-related to a chapter. This forced us to see what was in the ponderous tome. If it was just mailed out it would not have as much usage.

Materials seem very good based on the limited exposure I have had to them. I expect they will be used alot by my teacher educator and other workshop presentors. With a little luck I even expect to read several chapters!

All in all it was very good. One of the better workshops I have attended.

Lloyd - you and your staff are to be commended on a job well done.

I feel very fortunate to have been able to attend this conference. Much of the information covered was directly related to the development of models for voc. assessment and articulation with the Area Vocational Center. The ideas for inservice will be very useful in bridging the gap between spec. ed. and voc. ed. within a large school district. Of most value to me were the resources which often times are difficult to trackdown when you are in a public school system. There are so many valuable ideas given that I know it will enhance the model that we are in the process of developing.

Practical approaches for inservice are always welcome. And what you have been able to put together is readily appreciable in most settings. It sums to be the tool which our Director of Exceptional Students Services has been working for.

Thanks for all your work and I so appreciate the practicalness of your materials and approaches.

Things I liked: Emphasis on ideas, concepts,etc. that were not in the handbook - yet important.
Sharing of ideas from the other participants.
Feelings, attitudes of presenters that they felt as a result of developing the materials.
Facilties - format of workshop
Use of time.

Things I disliked: Just regurgitating what's in the book in detail - in general we needed to know the format - general headings, etc.

Materials: THey look very good. I'll be looking forward to the loose-leaf binder to make copying easier.
The proof of the materials will be in the use at home - Have to evaluate that later.

A well planned and well conducted workshop. Project staff knew their stuff and provided time for additional interaction between staff and participants. This was particularly helpful to me as a realization that returning to the field after a few years of non-active involvement 1) Basis are still there and 2) new people & new concepts add intality to the continually opening field of assistance to special needs populations. Tongue in Cheek Department: I would make one observation about the cookies and other treats area --- Do a little research on non calorie stuff for us fat guys. Then hold a "non-caloric" workshop to disseminate the info on how you did it.

As to contents of materials: This brief introduction is eye opening. MOre time to digest it is an obvious need. I'm impressed with the depth of investigation and reporting -- especially in the categorical (handbook reporting) and guide.

The "non copyright" invitation to reproduce and use as needed was often stressed and, usually, at just about the time I was wondering how I could best disseminate some pertinent parts. Pane & I will be able to do much with it & I'm sorry that our counterparts from Dept. of Education did not get here. We'll work with them though. Lee Cavner

Its great to attend a session with a variety of states and disciplines in attendance. Vocational educators, counselors,and special educators have a great deal to offer each other and the handicapped students they serve. This conference was well organized, meaningful, constructive, participatory, and timely! Good job staff!

The presentations about the handbook were very well done by the staff. I have not had a chance to thoroughly read the document for accuracy of content relative to handicapping conditions and evaluation materials; however, if it is consistent with the presentation it is the best publication of this kind that I have seen in my 20 years of special education. I appreciate your comment to reproduce any parts of it without fear of plagarism. Thank you! Ray Rothstrom.

I have been to many workshops (Regional and National) over the past 13 years, many of which were more "high powered" than this one. However, this conference was one of the most useful and valuable one's I have attended in a long time. This is because the workshop topics were relevant to me and potentially useful, in terms of my work.

Handbook and User's Guide Evaluation: The size threatened me at first. However, because of the workshop presentations, I "got past" this fear. For me, the most useful sections pertain to formal and informal assessment, and the Chapter on Emotionally Impaired. I really value the approach and rationale for using the word "impaired" rather than "disturbed". Thanks for the outstanding conference.

The conference has been well organized. We were kept so busy that there was little time to see anything but the motel. I think that may be my problem but I would have liked an hour or two to see Salt Lake.

The handbook and user's guide are the best I have seen in this area. I have presented workshops in this area but this would take the sweat and strain out of a format but still allow individual additions to relate to specific groups' needs. Thanks SHirley Nelson

Conference - well planned, smooth, very much enjoyed small groups. Size promoted good interaction and positive learning experiences. Would like to have seen at least one teacher from each state - Conference weighted by State Dept. people. Did provide lots of resource material for me.

Handbook - Users guide - Well researched. We'll use, I'm sure. Easy to read. Haven't gone through entire book as yet. Slightly overwhelming - will take time to digest effectively.

Workshop - The sharing between educational disciplines (Voc. Ed., Spec. Ed., Guidance) has been the most valuable experience. Given time to work together, I am confident that we will meet our shared goals for instruction. The presentors were comfortable with facilitating the small group sessions.

Manuals: The simple format of the manual makes it easy to understand. The appropriateness of the material for presentation is good. It will be useful at both the State level and local district level.

I would like to thank and congratulate Dr. Lloyd W. Tindall and his staff for the most outstanding planning and implementation of the two day workshop on "modifying vocational curricula for handicappped students". I have learned alot from this workship and plan to share the materials with the Department of Education and community college administrators, teachers, counselors, teacher educators and others. The small group discussions and participations were excellent. Meeting facility and rooms were also excellent.

I felt that the workshop was well planned from beginning to end. The small group presentations were very good and also allowed time for discussion andinput within the groups.

The materials appear to provide a good implementation guide. I was pleased that we were able to go through these materials with the leaders rather than having to digest them completely on our own. Good job!

Whether or not it was intended, the workshop provided a platform for alot of sharing of ideas and practices. In fact, this seemed to detract from concentrating on the content of the manual. So far as I'm concerned, this was not bad because I've picked up some good ideas from other participants. I do feel like I will have to go home and do alot more studying of the handbook but that's to be expected.

I think the handbook is well developed and certainly comprehensive. It will provide a good basis for further inservice training. The staff is obviously well schooled in their tasks and responsibilities. My personal congratulations for a job well done.

Workshop schedule was good....Time utilization was carefully planned and most effectively used. The informal small groups discussions were really good.

Really liked the materials-at a glance - the info in the manuals will be very helpful in planning inservice workshops and providing guidance for curriculum development on local levels.

Well planned, well executed. Held topic to time frame, allowed for individual input.

Have not had time to evaluate. Suggest a followup letter.

The workshop was well planned. The information delivered was very interesting. I especially enjoyed the areas of Emotional & Informal Assessment. Many hours of effort and thought have been put together for the use of the materials presented.

The handbook is very well done. The most important factor is that it is usable!

Excellent! All sessions were valuable; in particular John's sessions were helpful in that non-duplicating information was given (i.e. not found in the manual). Variety of disciplines represented also valuable.

Looking forward to reading both the manuals in detail. On the surface appear to be very usable.

I appreciated the organization - time schedules met, well prepared presenters, references made to handbook & users guide. I also admire the non-egotistical manner in which you, the developers, shared the product.

The handbook appears to be a useful resource... just need more time to study. I think the users guide could be more explicit to help those that are not able to attend inservice workshops.

The conference was extremely informative and helpful but I feel that someone from our state dept. should have been here to do your conference justice. There are so many voc. ed. terms I'm not familiar with and I'm sure I've not absorbed all I could have w/ a vocational background.

The user's guide will be invaluable when executing inservice. It's nice to be exposed to such a professional group.

The workshop was very beneficial to me as a voc. educator with the responsibility of providing special programs and support services to the handicapped and disadvantaged populations on a statewide basis. The info. rec'd. was pertinent to our problems in Okla. It will be very useful in implementing inserivce training. (overall organization of the workshop was outstanding.)

The handbook and user's guide will be of great value to me. I particularly appreciate the organization of the handbook and user's guide. The info. is great.

Workshop - well organized - with a hectic schedule
Starting and finishing at noon is a good idea...allows for some day travel connections.
It would have been useful for the agenda to be more clear in terms of what would be expected of participants.
More effective interaction with participants (less straight lecture) in some of the small group sessions would have been desirable.

Handbook & User's Guide - Content appears to be very useful.
Physical layout of both books could be greatly improved - material's various sections are not readily apparent.
Best collection of information that I've found.

The user's guide and manual appear to be well put together. Are appropriate to a range of people working with the handicapped.

Project staff have been very personable, helpful & expert in their areas of experience.

The materials will be useful to/in our state's movement to modify curriculum for handicapped students.

We congratulate the project staff for a job well done.

I feel the handbook will prove to be quite valuable in working with voc. ed. inst. I was glad to see the sections on "invisable handicaps". LD & Emotional Impairments, problems which are not always apparent.

The workshop has been excellent, the format and sessions have been helpful. However, I would have liked addition information on working with Voc-Ed Teachers, Attitudes and How in a specific class skills can be individualized.

Well organized - provided opportunity to actively participate by sharing ideas and obtaining ideas. Activities were guided by qualified professional staff.

Handbook & User's Guide are very good - well organized - consistent format - a usable handbook & guide.

Page 461 - Model form. The IEP model was developed by Project Tomorrow - directed by Dr. Harry Huffman. Colorado State University. funded by the State Board for Community Colleges & Occupational Education. Rocco was a staff member as well as Hunter and others.

Evaluations

Conference on Modifying Vocational Curriculum
for Handicapped Students

May 19 and 20, 1980

Atlanta, Georgia

I haven't had a chance to review the handbook, since there wasn't enough to go around. Very frustrating the first few hours because no one bothered to state the objectives - the intent of the workshop. In many of the sessions when questions were asked, the question was never answered. Some of the sessions were not well organized or at least did not appear to be organized. The person leading the session was not always enthused about being there or it seemed that way. The things I enjoyed most were the comments made by other participants, sharing time, and the informal groupings. Thanks for the mailing list. Good idea. JoAnn, thanks for your exciting, warm personality and your enthusiasm.

A. Sessions & Presentations

The information was very informative and the presenters were knowledgeable in the areas discussed. However, I feel that I didn't gain any new information. More than a new learning experience, the conference was a sharing of "what I'm doing in my State", which is necessary, but was not what I had expected to receive. What I expected was techniques in Modifying Voc. Curricula, what I received was how to set up a workshop, etc.

B. Materials

I will need additional time to review the materials before I can give an evaluation. However, just at a brief glance, I do believe they are materials I will be able to use.

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1) Workshop

a. well-organized
b. informative
c. very helpful to area of handicapped/vocational needs, programs, etc.

2) Manual

a. great
b. will be very much referred to in dealing with vocational offerings for handicapped students.

Workshop - open, conclusive to discussion and sharing of information. Staff was competent, conscientious, and concerned.
Facilities - pleasant - adequate
Handbook - I have not had time to review the complete document. In my own area of emphasis (E.H.) I feel its a good start. I feel the target of problem behavior is the right orientation

an elaboration on more options as well as a more complete reference or resource guide for further exploration is suggested. I definitely would be interested in using some of the information in a publication on secondary guidelines for programming in secondary e.h. programs - Lloyd Wimberley

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The Conference:
Planning - Excellent
Staffing - Excellent
Site - Excellent
Materials - Excellent
Weather - Rotten
Esthetics (Pulcritude)
(Except for Lloyd and John)
Handbook: Very helpful to us in our inservice (and maybe preservice) efforts. Am looking forward to final copy.

The workshop "Modifying Vocational Curricula for Handicapped Students" was one most needed, of the ones I've attended. Review of the handbook together with input and ideas from each participant in an informal atmosphere was excellent - I wish I could have attended more of the group session.

The workbook as a resource to further provide staff development for teachers and specialist working with the handicapped was and is the greatest need in the programs in my state - excellent.

The workshop was well organized. I appreciate having and following the timelines as prepared. The organization was such that I learned a great deal. I feel geared up to follow through and plan inservice cooperatively with Vocational Education. Presenters were in control of the sessions.

The handbook is well organized, many various ideas presented, materials, sources, etc. We will be using the handbook as a guide for inservice.

Workshop evaluation: The workshop was very helpful in several ways. It served to provide the participants with information relative to the "state of the art" in the area of vocational special needs. It also helped participants to better use the handbook while offering them opportunities to discuss/question sections. Very helpful workshop.

Handbook evaluation: The handbook is an excellent resource and will help to better prepare practitioners in working with special needs populations in vocational programs. Fantastic Resource! Thank you!

The workshop was well planned - well presented. The individuals responsible for each session communicated their information, based on experience and training. The team members complimented each other.

The handbook is organized in sections so that State Ed. Dept. Personnel in charge of inservice will be able to put the contents into inservice training with very little additional planning.

Ideas were exchanged - information given that will benefit the participants greatly. Margaret A. Bratton

I did not receive a handbook!

I did not attend the entire workshop. Suggest you incorporate forward planning efforts as well as information sharing the staff are knowledgeable and open.

The workshop was well planned. It was so organized to accomplish that I feel were the purposes for participant competencies. I appreciated the sticking to time schedule. All leaders were pleasant and articulate concerning the sections of responsibility. Sessions were conducted in such a manner as to encourage participant comments and discussion.

Time has not permitted a thorough digest of all the material. However, the parts reviewed appear to be well developed and concise. Particularily like the idea of User's Guide. It will serve as an excellent resource for future inservice activities.

I have not had an opportunity to review the handbook in any detail. However, with a brief glimpse at the materials I was able to identify materials and topics that seem to be relevant to some of the things that we are doing in our state. I am anxious to receive a copy of the handbook to pull some of the ideas for program development in our state.

I thought the workshop was very informative. The ideas and expressions of individuals from all parts of the south east was meaningful.

The handbook is one of a kind. The wealth of materials and resources listed will be most helpful towards providing quality workshops. Thanks for a job well done and the opportunity to attend.

The materials and topics presented were very appropriate to the concerns in our state. However, the presentations were not directed to the possible alternatives for usage. The participants seem well informed pertaining to who the handicapped are but the ways to present this information seemed to need more emphasis. The comments seemed to be directed to teachers and not to administrators.

The materials are excellent and I am sure that we will be able to use it.

The workshop was excellent. The format was one of the best I have experienced. Well planned - preparation was evident... Materials well organized. It has been professionally rewarding. The "Handbook" is going to be valuable once I have time to study it more in detail - but, I can see this from my overview thus for. Thank you so very much.

I did not receive a copy of the handbook, however, I had the opportunity to review it briefly. I feel that the handbook will be very useful in conducting inservice and is well written.

Rather than reviewing the handbook section by section, I feel the workshop would have been more beneficial if we had taken only one chapter, had it presented to the group as an example of the material contained in the manual, and additional time directed to presentations of model programs, state of the art in general and possibly an opportunity to preview some of the films, etc. listed in the resource section. The accomodations were nice and the workshop agenda followed as written.

1) Booklets - well laid out, much helpful information - especially resources cited.

2) Presentations - ones on MR & formal assessment were disappointing - too off target and story oriented. Speaker was anti-formal assessment.

One on LD was very good.

Ones on setting up workshop, etc. - already knew, should have not assumed that audience knew nothing about them.

3) Materials were strength of workshop.

Workshop has been informative - good idea expressed. Enjoyed hearing what other states are doing. Handbook is excellent!

I enjoyed the workshop - excellent job.

The handbook: What I have studied so far - appears it will be of value over the next few years in my job - thanks for the help.

Have not received handbook.

The workshop was very well planned. It was very helpful to me. I truly enjoyed the sessions. The information and the materials presented is practical and realistic.

The workshop was well organized and moved on schedule. Some of the sessions were boring and not appropriate to the assigned subject. A certain amount of overlapping existed. The majority of the sessions were interesting and conducted in a positive manner.

Handbook - Excellent - Good work

Workshop - very organized, well coordinated information gained - would liked it to have been in more depth.

Handbook - Based upon amount of time to view it, extremely useful. I would need more time to study and use the handbook to determine true validity. Thank you.

This workshop has been alive and moving from the minute it started. The presenters are knowledgeable and energetic. I am glad I came. The variety of presentations and small group activities were well planned. Congratulations!

The handbook is an excellent compilation of information. It is well written and it is easy to read.

Workshop - Facility good. Lacked structure - participants unsure of reasoning behind first few sessions. Should always know audience to avoid patronizing or "talking down to". Example: I doubt anyone here isn't very aware of How to do large workshops.

I'm not sure we couldn't have gotten as much from reviewing materials in home state - Maybe teams gather and react to.

Glad to meet misc. groups and others here. But many group leaders lacked enthusiasm.

Handbook - appears comprehensive, much work evident, would apply to usage of several groups.

Overall, the workshop was informative and helpful. However, the group leaders could have maintained more of a task orientation to covering the materials. Also, the staff appeared tired. I did not see the workbook.

I did obtain some materials that I think will be useful when I have to conduct workshops. Also other information that I can share with voc. educators. I felt that the workshop could have been structured a little better. Occasionally presenters did not run prepared as well as they could have been. Enjoyed meeting and sharing with persons from other states.

I was happy to be a part of this exercise. The workshop was well conducted, meaningful and well organized.

I would like to say the handbook was well put together, the product compared to other U.S.O.E. grants I have seen are rated as super. The information was in detail and can be used by all types and programatic areas as well as special needs teachers, adm. and state.

Workshop - small group sessions were helpful. Participants very willing to share ideas that worked - didn't work for them. Workshop leaders - practical in their delivery system. Handbook - very practical and usable.

The workshop was very beneficial. It was very good to hear from other states - what they're doing. Also, the resources available were very good. The workshop was comprehensive, well-rounded.

I did not get a handbook, but from what I saw - it seemed very beneficial! (Especially the list of resources!)

Comments on workshop	Scale: low 1 2 3 4 5 high
- Presenters were friendly, helpful and considerate	5
- Facilities were adequate	3
- Use of audiovisuals was poor	2
- Participants were interesting, representing different views and worksettings, and good to interact with. It was infortunate the designated persons from all the states could not attend as planned by the WVSC.	4
- Handouts were helpful.	4
- Time for states to meet together for planning was not included.	1
- My state will be able to use the material (printed and discussed) to some extent	4
- Atlanta is a good location	5
- Suggest consideration be given to having presenters or resource persons who are experts in various areas of the handicapped.	

Comments on handbook

- Interesting design/format	4
- Will be helpful to my state	4
- Some areas are covered rather superficially, but good intent.	

Thanks for including me.

Dissemination

The following publications were produced by project staff.

Puzzled About Educating Special Needs Students, A Handbook on Modifying Vocational Curricula for Handicapped Students.

Puzzled About Educating Special Needs Students, User's Guide for the Handbook on Modifying Vocational Curricula for Handicapped Students.

Puzzled About Educating Special Needs Students, Annotated Bibliography, Modifying Vocational Curricula for Handicapped Students.

Copies of the publications were produced and distributed as directed in RFP 78-83 and the required number of copies were sent to the contracting officer at the U.S. Department of Education.

Appendix A

Field Test Consultant Leaders and Their Local Consultants

For the Project

Modifying Vocational Curriculum For the Handicapped

Wisconsin Vocational Studies Center

University of Wisconsin-Madison

Consultant Leader

Dr. James Acord - Vocational Education University
Vocational Special Needs
Department of Vocational Education
Colorado State University
Fort Collins, CO 80523
(303) 491-1101 ext. 5684

Local Consultants

1. Mr. Victor Beebe Jr.
   3404 East Harmony Rd.
   Fort Collins, CO 80525
   Handicapped Employee
   Hewlett - Packard
   Fort Collins, Colorado

2. Ms. Le Fawn Biddle
   4001 Nassau Circle
   Englewood, CO
   (303) 759-4001
   Mother of Two Handicapped Students
   Colorado Coordinator for the Federal and Local Action Group of the A.G. Bell Association For the Deaf.

3. Mr. A. John Chrisholm
   Teacher - Coordinator-Counselor
   Alameda Senior High School
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   Lakewood, Colorado 80226
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   Teacher-Coordinator-Counselor

4. Mr. Mitchell A. Karman, Coordinator
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   Supplemental Services Coordinator

5. Dr. Dale Polley
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   Director Pupil Personnel Services

Consultant Leader

Mr. Dale Ake
Consultant, Vocational and Adult Guidance
Student Services Section
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State Education Agency

Local Consultants

1. Mr. James M. Eikeland
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Consultant, State of Florida
School Psychology

2. Dr. Philip James Grise Jr.
Director of Exceptional Student and Adult Education Testing
Florida Statewide Assessment Program
Florida Department of Education
Knott Building
Tallahassee, Florida 32304
(904) 488-8198

Director of Exceptional Student and Adult Education Testing

3. Dr. Judy Harris Lombana
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Associate Professor
Division of Studies in Education
University of North Florida
Jacksonville, Florida

4. Mr. Thomas C. Swift, Consultant
Vocational Education Programs for the Handicapped and Vocational Work-Study
Division of Vocational Education
Tallahassee, Florida 32301

Vocational Education Consultan

5. Ms. Dianna J. Wells
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Educational Consultant
Bureau of Education for Exceptional Children
Department of Education
State of Florida

Consultant Leader

Mr. Robert Benedict
Special Needs Supervisor
District One Technical Institute
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Eau Claire, Wisconsin 54701
(715) 836-4941

Postsecondary Agency

Local Consultants

1. Mr. Emmett O'Brien — Special Needs Counselor
   Special Needs Counselor
   District One Technical Institute
   620 West Clairemont Ave.
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2. Mr. Tony Langdon — Vocational Rehabilitation Counselor
   Vocational Rehabilitation Counselor
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   Menomonie, Wisconsin 54751
   UW-Stout

3. Ms. Diane I (McMahon) Pavelski — CETA Counselor
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   (715) 834-2705

4. Peter Van Groll — Special Needs Coordinator
   Special Needs Coordinator
   Moraine Park Technical Institute
   Fond du Lac, Wisconsin

5. Ms. Margaret A. Wunamaki — Co-Program Director
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   Elmwood, Wisconsin 54740
   Dept. of Ed. & Psych.
   Special Ed. Program
   University of WI-Stout
   Menomonie, WI

Consultant Leader

Mrs. Louise Hullinger — Advocacy Group
Vocational Chairperson
Association for Children with Learning Disabilities
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(312) 238-4619

Local Consultants

1. Mr. Ronald Baldemaro — Vocational Teacher
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   138th and Crawford
   Robbins P.O.
   Crestwood, IL 60472
   (312) 371-1880

2. Ms. Cheryl Deardorf — Coordinator Adult Training
   Coordinator, Adult Training
   United Cerebral Palsy
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3. Dr. Pamela Gillet — Vocational Coordinator
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4. Ms. Bonnie Gladden — Rehabilitation Counselor
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623 East Adams
Springfield, IL 62777

5. Dr. Laura Lehtinen — Private School Teacher
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Evanston, IL 60202

Consultant Leader

Mr. Dennis Lesher — Secondary Education Agency
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Special Intermediate
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Local Consultants

1. Mr. Kevin Bohrer — Parent of Handicapped Student
659 Montcalm Place
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2. Ms. Cynthia Lesher — Case Manager/Counselor
Minneapolis Rehabilitation Center
Minneapolis, MN

3. Mr. Mike Hoesen — Vocational Evaluator
Kellog High School
Roseville, MN

4. Mr. Harland Rowland — Work Experience Coordinator
Lexington Learning Center
Roseville, MN

5. Ms. Marilyn Ryan — Instructional Development
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Consultant Leader

Matthew D. Parrish, M.D. — Service Agency
Superintendent
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Local Consultants:

1. Ms. Vicky Burt — Employee, Consumer Products Division
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   Rockford, IL 61103
   (815) 962-0631
   Elco Tool Industries

2. Dr. James Grot — Service Agency
   Assistant Superintendent
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   Dixon, IL 61021
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3. Mr. Daniel L. Hofeditz — Special Education Admn.
   Special Education Administrator
   Singer Mental Health Center
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4. Mr. Dan Nellis — Mental Health Rehab. Counselor
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140

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